

Title IV-E California Well-Being Project Evaluation Plan

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I. INTRODUCTION

A. Developmental Approach to Evaluation and Research Methodology

The Title IV-E Waiver Demonstration California Well-Being Project (hereafter referred to as the “demonstration project”) enables the state to examine whether flexibility in the use of Title IV-B and Title IV-E funds for programming helps achieve safety, permanency, and well-being for children and youth involved in the child welfare and juvenile justice systems. California is one of 20 states that have elected to use the Title IV-E waiver authority to reduce the number of children in foster care while maintaining child safety and is the only state to include probation agencies in the demonstration project.

The National Council on Crime and Delinquency (NCCD) and Westat (hereafter referred to collectively as the “evaluation team”) have partnered to use a developmental evaluation framework to plan and carry out process, outcome, and cost studies of the demonstration project that are relevant and meaningful. Developmental evaluations are appropriate for the study of innovations and efforts that require system-level responses, and they support the study of implementation within complex systems.¹ The demonstration project is occurring in nine California counties and involves implementation of at least two interventions with interdependent and dynamic elements in child welfare and probation departments. Characteristics of the child welfare and probation systems, as well as local conditions or policy changes, will impact implementation in unanticipated ways. As a result, the innovations will likely continue to be developed throughout the waiver period, and departments may need to make implementation adjustments.

The goal of a developmental evaluation is to produce real-time feedback that will facilitate continuous development of the innovation. The evaluation team plans to provide feedback to

¹ Gamble, J. A. (2008). *A developmental evaluation primer*. Retrieved from <http://www.mcconnellfoundation.ca/assets/Media%20Library/Publications/A%20Developmental%20Evaluation%20Primer%20-%20EN.pdf>

implementation stakeholders through the Evaluation Steering Committee. The Evaluation Steering Committee consists of participating county agency managers and staff with key responsibilities for facilitating implementation of the demonstration project. The purposes of the Evaluation Steering Committee are to give input toward finalizing the evaluation plan and data collection tools, to collaborate with the evaluation team to implement the evaluation plan and data collection, and to help relay critical information about the evaluation plan to county leadership. The evaluation team and the Evaluation Steering Committee will work together to monitor implementation fidelity, identify implementation problems, facilitate development of corrective actions, and assess the success of each action. The underlying objective is to help participating agencies in demonstration counties develop and strengthen fidelity assessments and implementation of waiver activities, and to enable sustained improvement in child and youth outcomes.

This evaluation will examine how the waiver's flexible funding allows for programming that can impact outcomes for children and families in the participating counties' child welfare and probation populations. The nine counties participating are Alameda, Butte, Lake, Los Angeles, Sacramento, San Diego, San Francisco, Santa Clara, and Sonoma. Although counties may opt to implement additional programs, the two primary interventions required for participating counties are Safety Organized Practice/Core Practice Model (SOP/CPM) and Wraparound services. All county child welfare departments will implement SOP/CPM; all county probation departments will implement Wraparound. In addition, county child welfare departments also may implement Wraparound, and county probation departments also may implement SOP/CPM.

The evaluation of the demonstration project consists of a process evaluation, an outcome evaluation, and a cost study. During initial evaluation planning, the members of the evaluation team familiarized themselves with state and county concerns, developed an understanding of the status of data in each county, and designed an evaluation of the interventions through a developmental approach with the California Department of Social Services (CDSS) and participating counties. The

next step consists of obtaining initial approval from institutional review boards (IRB) and state- and county-level oversight entities (such as county boards of supervisors). Data collection will commence once IRB approval is obtained. Implementation of waiver activities and the timeline of implementation vary by county agency. Therefore, evaluation planning began with county-specific data collection efforts. The evaluation includes two outcome sub-studies and one cost sub-study to enable a more thorough examination of the impact of selected interventions on children, youth, and families as well as the interventions' costs. The evaluation is described in depth in section II, part B, Research Methodology.

B. Purpose of the Evaluation

As mentioned previously, the purpose of the evaluation is to examine how the waiver's flexible funding allows for programming that helps achieve safety, permanency, and well-being for children and youth in the participating counties' child welfare and probation populations. The goal of counties' efforts is improved child and youth safety and well-being; reduced use of out-of-home care; and, when necessary, out-of-home care in the most appropriate and least restrictive setting. Participating agencies are actively focusing on continuous quality improvement efforts and implementation fidelity to ensure that positive improvements in child and youth outcomes are sustained over time.

Although all counties are implementing SOP/CPM in child welfare and Wraparound in probation, the focus of the evaluation is counties' use of flexible funding rather than evaluation of these target programs. Most of the counties are implementing additional interventions. Evaluating the use of flexible funding will render a comprehensive picture of counties' utilization of resources and engagement in sustainable practice improvements. Assessment of the use of flexible funding will allow for a delineation of and support for a systems perspective across counties.

Although many agencies opted to implement additional interventions as part of the demonstration project, SOP/CPM and Wraparound are the required interventions and thus the focus of the evaluation's fidelity assessment. The evaluation team will evaluate each county's fidelity to SOP/CPM and Wraparound, in child welfare and probation agencies, respectively. Consistent with the goal of a developmental approach, the team is actively engaging counties to identify:

- Measurable and meaningful indicators of milestones and successful implementation of Wraparound (in accordance with the National Wraparound Initiative) and SOP/CPM, the target interventions of the demonstration project common to all counties;
- Measurable and meaningful indicators of the proximal and distal outcomes of SOP/CPM and Wraparound; and
- Measures and tools that support implementation fidelity and outcome assessment, with priority given to existing measures and tools.

To the degree that they are available, fidelity assessments of additional interventions will be incorporated into the evaluation of the demonstration project.

C. Research Questions

The research questions for each component of the evaluation (process, outcome, and cost studies) reflect the purpose of the evaluation. Table 1 details which research questions apply to child welfare and/or probation agencies. The questions were derived from the terms and conditions of the demonstration project agreed upon between CDSS and the Administration for Children and Families' Children's Bureau.

Table 1 Research Questions			
Evaluation Component	Research Question	Child Welfare Application	Probation Application
Process	How did counties implement the demonstration interventions?	✓	✓
Process	How did demonstration services differ from services available prior to or outside of the demonstration?	✓	✓
Process	To what extent were interventions implemented with fidelity to model programs?	✓	✓
Process	What factors influenced model fidelity?	✓	✓
Process	Did the demonstration project improve the quality and array of services and supports available to children, youth, and families involved in the child welfare and juvenile justice systems?	✓	✓
Process	Does the demonstration project improve engagement of families through an individualized casework approach that emphasizes family involvement?	✓	✓
Outcome	Does the demonstration project decrease recurrence of maltreatment?	✓	
Outcome	Does the demonstration project decrease the use of out-of-home care?	✓	✓
Outcome	Does the demonstration project decrease reentry into out-of-home care?	✓	✓
Outcome	Does the demonstration project increase permanency rates?	✓	✓
Outcome	Does the demonstration project decrease time to permanency?	✓	✓
Outcome	Does the demonstration project increase use of least-restrictive placements when a child must be placed in out-of-home care?	✓	✓
Outcome	Does the demonstration project decrease re-offending among youth involved in the juvenile justice system?		✓
Outcome	Does the demonstration project improve child, youth, and family well-being?	✓	✓
Cost	What are the service costs of the demonstration project compared with costs prior to the demonstration project?	✓	✓
Cost	What are the service costs of the interventions elected by the demonstration counties?	✓	✓
Cost	What are the local, state, and federal sources funding the demonstration in each county?	✓	✓

Evaluation of outcomes relies on electronically available data to reduce the burden on participating county agencies. Thus, the evaluation team's ability to answer specific research questions depends on the availability of data. For example, if all probation agencies can link Wraparound participation to out-of-home placement data, the evaluation team can assess whether the targeted intervention was related to reductions in rates of out-of-home care. If these data cannot be reliably linked for some probation agencies, then that particular research question cannot be answered for those agencies (Table 1, research question: Does the demonstration project decrease the use of out-of-home care?).

To date, the team has identified three limitations of available data. First, most fidelity measures for SOP/CPM and Wraparound are available for a sampled set of the population, rather than the total population of children or youth who received the intervention. This limits the extent to which fidelity assessment findings can be controlled for when modeling outcomes, but still enables a qualitative assessment of fidelity relative to outcome study findings. Second, proxy measures of well-being are available only for children and youth in child welfare who received in-home or out-of-home services, but they are not available for the wider population of children and youth referred due to allegations of child maltreatment. This means well-being will be examined for children receiving services, but not the larger population of children referred for allegations of maltreatment. Fortunately, other outcome measures are available for the larger population of children referred. Third, in some county probation agencies, unique youth identifiers are not common across data sources. Specifically, youth on probation and referred to Wraparound cannot be accurately and reliably linked to data describing out-of-home placements. This limits the team's ability to answer the outcome evaluation research questions related to out-of-home placements. Existing data are available, however, to answer most of the research questions.

II. EVALUATION DESIGN

As mentioned previously, the target interventions being implemented in every county are SOP/CPM and Wraparound services. SOP/CPM is designed to reduce the likelihood of child maltreatment by improving workers' assessment of safety and danger, engagement with family members, and use of family supports and networks. SOP/CPM components include the following:

1. The Appreciative Inquiry process, which supports change by focusing on the positive;
2. Solution-focused practice, which elicits family goals that can help prevent future maltreatment;
3. Family engagement and teaming with social workers, a process for engaging families and their support networks;
4. Safety planning, a cooperative approach with families to address and remove specific, identified threats to child safety;
5. Approaches and techniques to engage children and ensure that their voices are heard;
6. Use of behaviorally based case plan goals that include the family's input; and
7. Transition planning, a process of moving a family from formal to informal supports.

Wraparound is an intensive, individualized case planning and service process. The process begins with youth and families identifying team members and community connections, followed by development of a service plan. Wraparound has four programmatic phases:

1. Engagement and team preparation, which consist of engaging youth and family members, establishing their integral role as process drivers, and setting expectations for teamwork (e.g., team members come to meetings prepared to collaborate);
2. Initial plan development, which continues the process of teamwork and building trust as the youth and family choose needs to work on and reasonable methods of meeting these needs;
3. Implementation, which involves implementing the initial plan, regularly reviewing progress toward meeting needs, and building on that progress; and

4. Transition, in which the Wraparound team transitions to natural, community-based supports for the youth and family.

SOP/CPM is a systemwide intervention, while Wraparound is a program to which individual youth and families are referred. Both interventions focus on improving outcomes for children and youth through enhanced family engagement, individualized behavioral case plan goals, and transitioning to community-based supports. Thus, these are the short-term outcomes identified for evaluation planning. Long-term outcomes were derived from the 2015 Initial Design and Implementation Report (IDIR) and include decreases in future system involvement (child welfare and probation), decreased reentry into out-of-home care, and increased permanency. The following logic model links these interventions to outcomes and an overview of the research methodology.

A. Logic Model

CDSS is implementing the demonstration project with the premise, expressed as a narrative outcome chain, that as a result of counties using flexible federal Title IV-E funds to implement SOP/CPM and Wraparound—two innovations that are hypothesized to strengthen family engagement—children, youth, and families will be more engaged in safety planning and supportive services, will benefit from direct services that meet their needs, and will be assisted by an implementation that results in children and youth remaining safely in their homes.² The following logic model, created by the evaluation team, operationalizes the theory of change by describing the resources, assumptions, implementation activities, and program outputs that link the demonstration project to the intended short-term and long-term outcomes. The assumptions, the stage of implementation and status of implementation drivers (organizational supports for implementation),

² California Department of Social Services. (2015). *Initial design and implementation report and subsequent quarterly progress reports*, p. 8. San Diego, CA: Author.

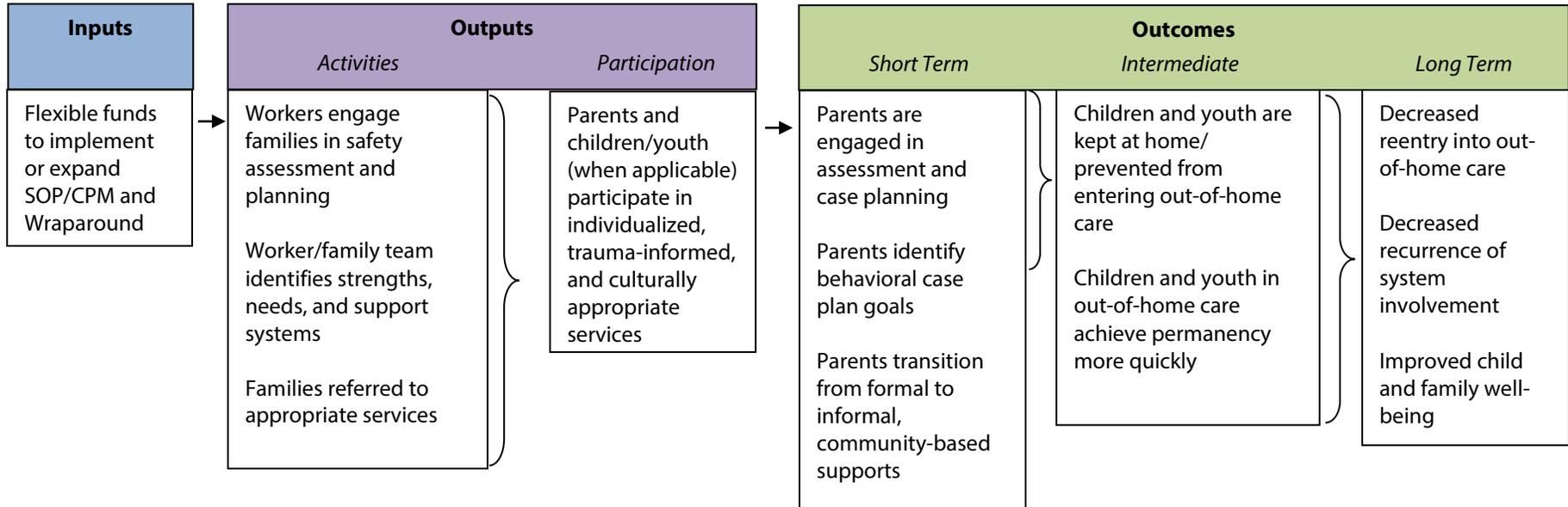
and short-term outcomes will be measured annually as part of the process evaluation.³ Similar logic models and narrative outcome chains for SOP/CPM and Wraparound can be found in Appendix B. The narrative outcome chains were created by CDSS and participating counties, and the evaluation team created the logic models to facilitate the evaluation process. These state-level logic models were finalized by CDSS and the Evaluation Steering Committee during the first quarter of 2016.

³ Fixsen, D., Blasé, K., Naoom, S., & Duda, M. (2015). *Implementation drivers: assessing best practices*. Chapel Hill, North Carolina: Frank Porter Graham Child Development Institute, University of North Carolina. Available at <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-ImplementationDriversAssessingBestPractices.pdf>

Evaluation Logic Model

Need: Children, youth, and families need (1) family-centered interventions that focus on family engagement and strengths, (2) critical thinking skills to analyze information that enhances and promotes safety, and (3) services that address their immediate safety needs and help them recognize their own strengths and support networks. They also need individualized, trauma-informed, and culturally aware interventions to engage them as they evaluate their own strengths and needs.

Theory of Change: If counties are able to use flexible federal Title IV-E funds to provide alternative services that increase family engagement and result in individualized, behavioral case plan goals, then children, youth, and families will be more likely to benefit from direct services and remain safely in their homes. The demonstration project’s funding flexibility will allow local child welfare agencies and probation departments to create a more responsive array of services and supports for families, target subpopulations, and expand current efforts that align with other state-level initiatives.



Assumptions: Counties will be able to achieve full implementation of SOP/CPM and Wraparound as family-centered and strengths-based approaches to engaging and partnering with children, youth, and families in making decisions, setting goals, and achieving the desired outcomes of safety, permanency, and well-being. County context, staff competencies, leadership, and organizational capacity will enable the achievement of full implementation.

B. Research Methodology

1. Evaluation Plan Completion and Approval

Once the evaluation plan is finalized with CDSS, participating counties, and the Children’s Bureau, the project will be submitted and reviewed for human-subjects protections in April 2016 (see Table 2 and Appendix A, Title IV-E California Well-Being Project Work Plan, goals 2 and 3). IRB approval will be requested in two phases. The first request will be submitted for review in April 2016 and will focus on process evaluation data collected during site visits and readily available child welfare data. An amendment will be submitted for review in June 2016 that will request approval of protocols for conducting a paper feedback survey of parents/legal guardians and for matching probation and fidelity data obtained from counties. The evaluation team anticipates having all data collection procedures approved by July 2016.

Description	Objective	Timeframe
Evaluation Plan Development	Identify data collection sources and methods in collaboration with CDSS and participating counties and finalize evaluation plan	September 2015 to April 2016
Human-Subjects Protection Review	Obtain approval of evaluation plan from California Committee for the Protection of Human Subjects (CPHS)	March 2016 to June 2016
Evaluation Plan Implementation	Collect data for and implement process, outcome, and cost studies and sub-studies detailed in the evaluation plan	May 2016 to March 2020

The evaluation team used the 2015 Initial Design and Implementation Report (IDIR) to inform the steps for evaluation planning. The first step was collecting the information needed to guide final decisions on process, outcome, and cost study measures/indicators, including data sources, target population identification, and measurement frequency, as well as organizations responsible for data collection (completed in December 2015 and January 2016). Collected information informed the final evaluation plan (February to March 2016), which was presented to CDSS, the counties, and the

Children’s Bureau in March 2016. Table 3 describes the planning information collection tasks by research question and lists the method being used for task completion. Evaluation data collection tasks are described in sections III, IV, and V.

Table 3			
Evaluation Planning Information Collection Tasks by Evaluation Component and Research Question			
Evaluation Component	Research Question	Task	Task Completion Approach
Process	How did counties implement the demonstration interventions?	<ol style="list-style-type: none"> 1. Identify implementation strategies and interventions 2. Confirm or identify intervention implementation dates 	<p>Finalize logic models</p> <p>Conduct quarterly phone interviews with participating agencies</p> <p>Develop draft instrumentation for process evaluation</p>
Process	How did demonstration services differ from services available prior to or outside the demonstration?	<ol style="list-style-type: none"> 1. Identify implementation strategies and interventions 2. Identify pre-implementation and services as usual interventions 	<p>Finalize logic models</p> <p>Conduct quarterly phone interviews with participating agencies</p> <p>Develop draft instrumentation for process evaluation</p>
Process	To what extent were interventions implemented with fidelity to model programs?	<ol style="list-style-type: none"> 1. Identify measurable indicators of successful implementation 2. Determine operationalization of eligibility for interventions 3. Determine SOP/CPM and Wraparound fidelity measures 	<p>Conduct information inventory</p> <p>Convene Evaluation Steering Committee and fidelity measurement workgroup meetings</p> <p>Finalize logic models</p>
Process	What factors influenced model fidelity?	<ol style="list-style-type: none"> 1. Identify measurable indicators of successful implementation 2. Determine operationalization of eligibility for interventions 	<p>Convene Evaluation Steering Committee and fidelity measurement workgroup meetings</p> <p>Finalize logic models</p>

Table 3			
Evaluation Planning Information Collection Tasks by Evaluation Component and Research Question			
Evaluation Component	Research Question	Task	Task Completion Approach
Process	Did the demonstration project improve the quality and array of services and supports available to children, youth, and families involved in the child welfare and juvenile justice systems?	<ol style="list-style-type: none"> 1. Confirm SOP/CPM implementation dates reported in IDIR 2. Confirm Wraparound implementation dates reported in IDIR; obtain missing dates 3. Determine extent of existing service data and process for capturing these data 	Conduct information inventory
Process	Does the demonstration project improve engagement of families through an individualized casework approach that emphasizes family involvement?	<ol style="list-style-type: none"> 1. Determine operationalization of engagement for pre- and post-waiver periods 2. Determine hallmarks of SOP/CPM delivery for families in all possible stages of child welfare system involvement (i.e., investigation, disposition, case opening, and reassessment) 3. Determine SOP/CPM and Wraparound fidelity measures 	<p>Convene Evaluation Steering Committee and fidelity measurement workgroup meetings</p> <p>Finalize logic models</p>
Outcome	Does the demonstration project decrease recurrence of maltreatment?	1. Determine how demonstration cases will be flagged in the CWS/CMS data on safety and out-of-home care; determine time period for data availability in CWS/CMS	Conduct information inventory
Outcome	Does the demonstration project decrease the use of out-of-home care?	Determine how demonstration cases will be flagged in the CWS/CMS placement data and time period for data availability in CWS/CMS	Conduct information inventory

Table 3			
Evaluation Planning Information Collection Tasks by Evaluation Component and Research Question			
Evaluation Component	Research Question	Task	Task Completion Approach
Outcome	Does the demonstration project decrease reentry into out-of-home care?	Determine how demonstration cases will be flagged in the CWS/CMS placement and permanency data and time period for data availability in CWS/CMS	Conduct information inventory
Outcome	Does the demonstration project increase permanency rates?	Determine how demonstration cases will be flagged in the CWS/CMS data on permanency and time period for data availability in CWS/CMS	Conduct information inventory
Outcome	Does the demonstration project decrease time to permanency?	Determine how relevant dates are stored in CWS/CMS and time period for data availability	Conduct information inventory
Outcome	Does the demonstration project increase use of least-restrictive placements when a child must be placed in out-of-home care?	Determine how placement data are stored in CWS/CMS and time period for data availability	Conduct information inventory and follow-up calls with state and county staff
Outcome	Does the demonstration project decrease re-offending among youth involved in the juvenile justice system?	1. Determine availability, location, and procedures for obtaining data needed to document juvenile justice system involvement, including the time period of data availability 2. Determine how demonstration cases will be flagged in the juvenile justice data systems	Conduct information inventory and follow-up calls with state and county staff
Outcome	Does the demonstration project improve child, youth, and family well-being?	1. Operationalize child, youth, and family well-being 2. Determine measures needed for child, youth, and family well-being	Convene well-being and trauma measurement workgroup meetings

Table 3			
Evaluation Planning Information Collection Tasks by Evaluation Component and Research Question			
Evaluation Component	Research Question	Task	Task Completion Approach
Cost	What are the service costs of the demonstration project compared with costs prior to the demonstration project?	1. Confirm or identify intervention implementation dates	Conduct information inventory and follow-up calls with state and county fiscal staff
Cost	What are the service costs of the interventions elected by the demonstration counties?	2. Determine the extent of existing case-level fiscal data at the state and county levels, the process for capturing these data, and the plans for new data collection related to the demonstration	Conduct information inventory and follow-up calls with state and county fiscal staff
Cost	What are the local, state and federal sources funding the demonstration in each county?		Conduct information inventory and follow-up calls with state and county fiscal staff

To collect the additional information described previously, the evaluation team collaborated with CDSS and the demonstration counties to convene Evaluation Steering Committee meetings, conducted an information inventory, finalized the SOP/CPM and Wraparound logic models, and held measurement workgroup meetings. Evaluation team researchers administered the Information Inventory (see Appendix C) to key agency program, fiscal, and research staff during phone interviews.

Finalization of the evaluation logic models occurred during the January and February Evaluation Steering Committee meetings and helped the evaluation team make final decisions about data collection. These logic models describe the intervention’s objectives and specify detailed and falsifiable goals. A falsifiable logic model includes “intermediate outcomes that must be realized by the members of the treatment group in order for the program to succeed.”⁴

Evaluation Steering Committee members also participated in measurement workgroups during December and January. The goals of the measurement workgroups were to operationalize SOP/CPM fidelity, family engagement, well-being, and trauma concepts for the purposes of the project; identify measures common across counties, if possible; and gather information on the timing

⁴ Epstein, D., & Klerman, J. (2012). When is a program ready for rigorous impact evaluation? The role of a falsifiable logic model. *Evaluation Review*, 36(5), 375–401, p. 380. doi:10.1177/0193841X12474275

of measurement administration in order to determine whether any subpopulations would be excluded from an identified measure. For example, most counties use the Child and Adolescent Needs and Strengths (CANS) assessment or the Structured Decision Making® (SDM) Child Strengths and Needs Assessment (CSNA), thus they were potential sources for proxy well-being measures. However, the CANS and CSNA are typically administered for open cases only. This means SOP/CPM children and youth who were involved in an unsubstantiated or inconclusive child welfare investigation would not have CANS or CSNA data.

In addition to the tasks outlined in Table 3, the evaluation team must also finalize the plan for sub-studies. The evaluation will include at least two quasi-experimental outcome sub-studies and one cost sub-study. The evaluation team is in discussion with four counties interested in implementing a sub-study.

During the period of March to May 2016, the evaluation team will submit the evaluation plan for human-subjects protection review by CPHS and county governance entities, such as county boards of supervisors. Implementation of the process, outcomes, and cost study will occur in late June 2016, subsequent to securing CPHS, CDSS, and county approval.

2. Evaluation Plan Implementation

Development of the evaluation plan will result in (1) process evaluation fidelity assessments and measures that minimize the data collection burden for county agency staff, (2) identification of outcome and cost-study process and outcome measures that are common across county agencies, and (3) proxy measures of well-being that can be collected and estimated across participating counties. These measures will be the primary focus of data collection during the evaluation itself.

Data collection for the process evaluation will be conducted annually during the first four years of the evaluation to provide critical information about how the participating county agencies implemented the target interventions (SOP/CPM and Wraparound) and whether they were

implemented with fidelity. Data collection efforts include interviews with leadership and other key informants; a survey of line staff and supervisors; focus groups to enable fuller understanding of practice, policy, and other issues affecting fidelity; and examination of secondary data sources. The process evaluation (described in section III) will include implementation fidelity assessments that are informed by the National Implementation Research Network (NIRN) framework.⁵ Process evaluation measures will be reported annually in a report to CDSS, the Children's Bureau, and participating counties.

The cost study, described in section V, will analyze whether the cost of services to children and families in the demonstration counties changes over time; compare post-demonstration service costs to pre-demonstration service costs; and examine all local, state and federal sources funding the demonstration. To the degree possible given available data, analysis will include an examination of subcategories of costs to understand variations and the implications for cost savings, and cost-effectiveness analysis to determine change in costs per unit of change in main outcomes. Preliminary findings for the cost study will be included in the interim report as well as in the final report.

The cost study and process evaluation findings can be aligned with the outcome study findings to inform a qualitative analysis of the demonstration project's impact. For example, agency findings regarding the fidelity of implementation can be categorized and examined relative to outcomes to determine whether greater fidelity to implementation corresponded to greater achievement of long-term outcomes. Fiscal findings can also be categorized and examined in relationship to outcomes to determine, for example, whether the investment of additional county resources corresponded to achievement of outcomes. The analyses will be descriptive and

⁵ NIRN. (2015). *Implementation drivers: Assessing best practices*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-ImplementationDriversAssessingBestPractices.pdf>; NIRN. (2011). *Stage-based measures of implementation components, full implementation component assessment and implementation tracker*. Retrieved from http://signetwork.org/content_page_assets/content_page_176/SISEP-InstallationStageAssessment-02-2011.pdf

exploratory, but categorizing and aggregating findings across nine counties and 18 agencies may yield patterns that help interpret the outcomes observed.

The outcome study, described in more depth in section IV, will be an interrupted time series (ITS) analysis of the measures identified with the measurement subgroups and the Evaluation Steering Committee. Descriptive outcome measures will be produced annually for CDSS and the participating counties, and the ITS analysis will be reviewed in the interim and final reports. An ITS design is appropriate for California's demonstration project because the design can account for patterns in the data's internal structure over time, such as autocorrelation, trends, and seasonality. This design feature provides an analytic foundation for tailoring the outcome study to the unique context of each demonstration county. This is important given that each of the nine counties will have site-specific implementation timelines for SOP/CPM and/or Wraparound. The timelines will affect, at minimum, the start dates for baseline and post-intervention measurement.

A complicating factor is that not only do implementation timelines differ among counties, but the implementation processes, speed of implementation, and specific intervention components are also county-specific. Many of the demonstration counties also have unique demographic characteristics that make it impossible to select suitable comparison counties. Additionally, the core practice model became a statewide initiative as part of the Katie A. agreement.⁶ An ITS design allows comparison between historical baseline data and post-intervention data within a single county. This type of analysis would be possible for outcomes where data are available for equal lengths of time before and after implementation. For example, analyzing four years of post-implementation data would require at least four years of baseline data, with more baseline data preferable if available. Monthly or quarterly data are strongly preferred so that seasonal trends can be accounted for in the model. An ITS analysis would not be possible for any outcomes that do not have baseline data, such as

⁶ California Department of Health Care Services. (2015). *Katie A. settlement agreement implementation*. Retrieved from <http://www.dhcs.ca.gov/Pages/KatieAImplementation.aspx>

well-being outcomes for counties that did not collect such data pre-intervention. The ITS design's flexible approach is useful, but external factors, such as newly mandated policies that change practice, may threaten interpretation of outcomes.

Graphical comparisons of statewide and demonstration counties' trends may also be informative, with the caution again that external factors may affect interpretation. More data points, such as quarterly or monthly data, will allow better comparisons of trends; if only yearly data are available, interpretation will be very limited. Formal statistical matching between the demonstration counties and comparison counties or regions is not planned because the demonstration counties are difficult to match and the possibility of contamination is high; it is possible that non-demonstration counties may be implementing SOP/CPM and/or Wraparound components. Lack of an appropriate comparison group makes most other quasi-experimental analyses impossible to apply. Similarly, propensity score adjustments are not appropriate for this evaluation because changes over time within a county cannot be captured and many of the critical differences across counties are impossible to quantify, such as differences in agency structure, goals, or implementation strategy.

To minimize contamination across time for demonstration counties, it is important to accurately identify the start of demonstration services. This includes identifying the date implementation began, the date implementation was considered complete, and some measure of progress during the implementation period (e.g., percentage of children served by SOP/CPM or Wraparound), as well as an estimate of the length of time between the start of intervention services and the date by which a measurable effect on the outcome is expected. Child-level analyses also require a measure of intervention "dosage" for each child (e.g., a child received 50% intervention services and 50% standard services) to correct for children who began services before full implementation. Analyzing all children in demonstration counties as "fully treated" after the implementation date would likely dilute any treatment effects, as many children received

nontreatment services prior to implementation. Alternatively, survival analysis can be used to model time-related outcomes using time of implementation as a predictor.

3. Outcome Sub-Study Methodology

The evaluation team is confident that one or more participating counties will volunteer to engage in a randomized control trial (RCT) to help CDSS and the counties better understand the impact of target interventions on the safety, permanency, and well-being of children and youth. An RCT sub-study will maximize group comparability and minimize threats to validity (e.g., selection effects). For example, an RCT sub-study of demonstration project services, as implemented in one of the demonstration counties, could compare the outcomes of families at risk of out-of-home placement (i.e., at risk of having a child removed from their care) who receive demonstration project services to a comparable group of at-risk families who receive traditional or services as usual. It is likely that a RCT sub-study will randomize at the group level (e.g., office or unit). If it is not possible to use a RCT design in one or more of the outcome sub-studies, the team will design a quasi-experimental study with as many controls as possible to increase the study's rigor. An example is a pre-and post-comparison of a treatment and comparison group that controls for observed differences between the treatment and comparison group (such as child or youth needs and risk factors).

An outcome-focused sub-study of a program such as parent coaching would be optimal because randomization can occur at the case level. Families that meet the target population description and key eligibility criteria could be randomly assigned to one of the two conditions (treatment or control group). The treatment group would receive treatment services while the control group would receive the usual preventive service array. An RCT evaluating the impact of a system intervention such as SOP/CPM is more difficult because the targeted group includes the entire population of children and youth, ages 7 to 17, eligible for child welfare services. Thus, no control condition or comparison group exists. A quasi-experimental study of a selected element of SOP/CPM

(such as use of team meetings or worker coaching efforts) might, however, be possible in a county that is implementing SOP/CPM in phases. A locale or region that is part of early implementation would serve as the treatment group, and a locale or region that implements later could serve as a comparison group without any selection bias occurring.

Final selection of the focal intervention(s) and counties will be determined in collaboration with CDSS. The evaluation team is currently in discussion with representatives from counties that have expressed interest in an outcome sub-study. During these discussions, the evaluation team is learning more about proposed focal interventions and reviewing sub-study readiness criteria. The information collected for each county's information inventory will also inform whether a rigorous design can be conducted within the scope of this evaluation.

C. Target Population(s)/Sampling Plan

As mentioned previously, child welfare agencies participating in the demonstration project are implementing SOP/CPM, a system-level intervention, and probation agencies are implementing Wraparound, a programmatic intervention. Although the focus of the evaluation is the demonstration project, which can include additional interventions, the evaluation team focused on the required interventions as a foundation for the sampling plan. The interventions have different target populations.

The SOP/CPM target population includes all families and children that are the subjects of child maltreatment investigation. The evaluation plan is to observe all families and children using CWS/CMS data, i.e., to take a complete census of the target population. Table 4 reviews estimated population cohorts and additional interventions implemented by county agency.

Table 4				
Estimated Number of Children Impacted by the SOP/CPM Intervention				
County	Agency	SOP/CPM Implementation⁷	Estimated Population⁴	Additional Interventions⁴
Alameda	Child welfare	3/1/15	Y1: 0 children and families Y2: 4,478 Y3: 8,956 Y4: 8,956 Y5: 8,956	Evidence-based parent training program; commercially and sexually exploited children intervention
Butte	Child welfare	3/1/15	Y1: 125 children and families Y2: 200 Y3: 275 Y4: 350 Y5: 400	Kinship support services program (KSSP); Supporting Our Families in Transition (SOFT); Wraparound
Lake	Child welfare	10/1/14	Y1: 800 children* Y2: TBD increase (FM) Y3: TBD increase (FM) Y4: TBD increase (FM) Y5: TBD decrease (referrals and FM)	Wraparound
Los Angeles	Child welfare	2/1/16	Y1: 37,000 children Y2: 36,500 Y3: 35,900 Y4: 35,350 Y5: 34,900	Enhance prevention and aftercare; Partnerships for Families (PFF)
Sacramento	Child welfare	1/1/16	Y1: 19,535 children Y2: 19,535 Y3: 29,529 Y4: 29,603 Y5: 29,478	Family Finding and kinship support
San Diego	Child welfare	5/1/15	Y1: 4,869 families Y2: 9,738 Y3: 14,607 Y4: 19,476 Y5: 21,910	Family Finding and visitation coaching as part of SOP
San Francisco	Child welfare	10/1/16	Y1: 1,700 children Y2: 3,400 Y3: 3,400 Y4: 3,400 Y5: 3,400	Wraparound

⁷ California Department of Social Services. (2015). *Initial design and implementation report and subsequent quarterly progress reports*. San Diego, CA: Author.

Estimated Number of Children Impacted by the SOP/CPM Intervention				
County	Agency	SOP/CPM Implementation⁷	Estimated Population⁴	Additional Interventions⁴
Santa Clara	Child welfare	10/5/15	Y1: 0 children Y2: TBD [†] Y3: TBD Y4: TBD Y5: TBD	N/A
Sonoma	Child welfare	12/1/16	Y1: 400 children Y2: 1,200 Y3: 2,400 Y4: 2,400 Y5: 2,400	Behavioral health treatment liaison

*Includes children and families receiving Emergency Response investigations and Family Maintenance, Family Reunification, and Permanency Planning services. In Year 3, Differential Response referrals will receive SOP services through contracted providers.

[†]Estimates are focused on “reduction in overall caseload,” which is defined as “... the target goal of reducing the number of children in the child welfare system, which would reduce the number of cases per social worker;” California Department of Social Services. (2015). *Initial design and implementation report and subsequent quarterly progress reports*, p. 28. San Diego, CA: Author.

For Wraparound, participating probation agencies defined county-specific target populations based on risk and needs, which differ by county. Thus, estimated target populations for the Wraparound analyses differ depending on the county (Table 5). The evaluation team will engage with participating counties during evaluation planning to ensure that target populations for Wraparound are well-defined and measurable. The current plan is to observe all children/youth and families in the population, but adjustments will need to be made to any cross-county analysis to account for differences in population across counties and agency type. If population differences among counties are too great, it may only be possible to analyze individual counties. Wraparound for probation will be assessed separately from Wraparound for child welfare.

Table 5				
Estimated Number of Children Impacted by the Wraparound Intervention				
County	Agency	Wraparound Implementation ⁸	Estimated Population⁶	Other Implementation⁶
Alameda	Probation	2012	Y1: 57 children Y2: 57 Y3: 57 Y4: 57 Y5: 57	Collaborative court; Parenting with Love Limits
Butte	Probation	2/1/15	Y1: 5 families Y2: 12 Y3: 14 Y4: 16 Y5: 18	N/A
Lake	Child welfare	TBD	Y1: 25 children Y2: 50 Y3: 65 Y4: 85 Y5: 100	N/A
Lake	Probation	3/1/15	Y1: 22 youth Y2: 45 Y3: 60 Y4: 75 Y5: 90	N/A
Los Angeles	Probation	5/1/15	Y1: 200 families Y2: 200 Y3: 200 Y4: 200 Y5: 200	Functional Family Therapy (FFT) and Functional Family Probation (FFP)
Sacramento	Probation	TBD	Y1: 75 youth Y2: 100 Y3: 125 Y4: 125 Y5: 125	Multi-systemic therapy (renew/expand); FFT
San Diego	Probation	TBD	Y1: 0 youth and families Y2: 50 Y3: 75 Y4: 100 Y5: 100	Family Finding
San Francisco	Child welfare	TBD	Y1: 43 children Y2: 43 Y3: 43 Y4: 43 Y5: 43	N/A

⁸ California Department of Social Services. (2015). *Initial design and implementation report and subsequent quarterly progress reports*. San Diego, CA: Author.

Table 5				
Estimated Number of Children Impacted by the Wraparound Intervention				
County	Agency	Wraparound Implementation⁸	Estimated Population⁶	Other Implementation⁶
San Francisco	Probation	Initial TBD; expansion 3/1/15	Y1: 32 youth Y2: 32 Y3: 32 Y4: 32 Y5: 32	Parent partner program (peer support groups)
Santa Clara	Probation	TBD	Y1: 0 youth Y2: 30 Y3: 40 Y4: 50 Y5: 60	N/A
Sonoma	Probation	TBD	Y1: 0 youth Y2: 15 Y3: 20 Y4: 25 Y5: 25	Family Finding

1. Time-Series Design Study Power Analysis

Assessments of the effects of the demonstration project on an outcome measure are subject to uncertainty due to which cases happen to be served and to the influence of other societal changes during the study period. Power analysis attempts to answer the question: How much difference does the implementation of SOP/CPM (or Wraparound) have to make so that one can be confident that the difference in outcomes is due to the implementation and not to other factors? This difference is called the “effect size” and depends on the outcome measure. To simplify the calculation, effect size is often calculated for one easy-to-understand outcome, such as the proportion of cases that get better (versus worse) by some measure due to the intervention. Calculation of the effect size requires assumptions about the data, the number of cases (the “sample size”) and the data analysis to be used. When the effect size is sensitive to assumptions about unknown parameters, the effect size may be calculated for a range of assumptions. In particular, the effect size is generally inversely proportional to the square root of the sample size.

Given a desired effect size, the power analysis can be used to, for example, decide how many people to interview for a survey. In the case of the power analysis for the interrupted time-series design, the evaluation team will analyze all available data, in which case the purpose of the power analysis is to provide a measure of the effect size given the expected number of cases. Power can also be understood as the probability of rejecting the null hypothesis (i.e., no effect) when it is false. Power in *a priori* testing is usually set to .80, indicating an 80% probability of finding true significance. A power level of .80 is common because at higher power levels the returns for adding to sample size diminish.⁹

For each county, analysis will result in estimates of the intervention's effect on the outcome measures, calculated from case-level data. The effect size is the percentage change that can be reliably detected (i.e., with a power of 80%) using the proposed statistical test. The precision of those effect estimates depends primarily on: (1) the variation of the case-level data; (2) the number of cases per year in the county; (3) the number of years with data; and (4) the variation in the outcome measure across time in the absence of any intervention.

Table 6 provides estimates of the effect sizes versus selected values of sample size and the standard deviation of the true yearly averages in the absence of the intervention. For example, with a 5% year-to-year standard deviation, a sample size of 10,000 is sufficient for detecting a 9.9% effect. The calculation of effect sizes assumes use of the interrupted time-series model, a power of .80, eight years of data (four years before and four years after the intervention), and an overall proportion of 50%. The proportion of 50% is conservative because the effect sizes are greatest at 50%. The first column denotes approximate population sizes; the row with 60 cases per year corresponds roughly to the assessment of Wraparound services. The assessment of SOP/CPM in the smaller and larger counties corresponds roughly to the rows with 1,000 and 10,000 cases per year. The table shows

⁹ Anderson, N. H. (2014). *Empirical direction in design and analysis*. New York, NY: Routledge.

variation in effect sizes for the various sample sizes assuming that the true outcome measures have a year-to-year standard deviation of 2% to 10%. The range of standard deviations chosen enables effect size estimation under assumed low, medium, and high year-to-year variation.¹⁰ A year-to-year standard deviation of 2%, assuming an average overall proportion of 50%, means that the proportion is fairly constant over time (i.e., the variation is relatively small), so it is relatively easier to separate out the effect of any intervention. (Consequently, as seen in Table 6, it is possible to detect relatively small effects with 2% standard deviation.) A year-to-year standard deviation of 10% means that the proportion is naturally quite variable, resulting in more difficulty separating out any intervention effect and necessary effect sizes that are much larger).¹¹

Table 6			
Effect Size for Percentage Changes in One County Assuming Eight Years of Data and an Average Response of 50%			
Approximate Population Size (Number of Cases Per Year)	Year-to-Year Standard Deviation of the Outcome Measure		
	2%	5%	10%
60	13.4%	16.2%	23.6%
1,000	5.0%	10.4%	20.0%
10,000	4.1%	9.9%	19.8%

The proposed mixed model (described in more depth in section IV) will combine the county estimates to calculate an overall assessment of the intervention’s effect. The effect sizes for the estimates from the mixed model can be larger or smaller than the values in Table 6 and depend on many factors that are hard to predict. However, because the overall impact will be dominated by the

¹⁰ These variations have also been observed previously in California. See, for example, Chapter 4 in Ferguson, C., & Duchowny, L. (2012). *State of California Title IV-E child welfare waiver demonstration capped allocation project (CAP) final evaluation report*. Available at <http://www.childsworld.ca.gov/res/pdf/FinalEvaluationReport.pdf>

¹¹ The effect size also depends on the time period used for the analysis (i.e., monthly, quarterly, or annual) and the serial correlation of the measurements across time; however, these factors have a minimal influence on the effect size and have been disregarded when calculating the values in Table 6.

estimates from the larger counties, the last row in Table 6 can be used as an indication of the effect size from the mixed model.

As an illustration of the implications of the power analysis, imagine that during the eight years surrounding implementation of the demonstration project, the statewide proportion of families with a re-report of child maltreatment varied by 5%. Also imagine that during the four years following implementation, county child welfare agencies participating in the demonstration project had an average proportion of families re-reported that was 10% lower than that of the four years before the intervention. The power analysis indicates that the sample and effect sizes are sufficient to attribute this difference to implementation of the intervention.

2. County and Family Eligibility for Sub-Study

The evaluation team proposes that the sub-studies be implemented in years 2 through 4 of the waiver evaluation (years 3 through 5 of the demonstration project). Ideally, one or both of the two outcome sub-studies will be an RCT, but a quasi-experimental study such as a pre- and post-comparison study of a treatment and comparison group can also yield strong results about the effectiveness of an intervention. The evaluation team will work with the county volunteering to participate in the sub-study to develop systematic procedures for identifying eligible families, randomly assigning the families if the sub-study design will be an RCT, and maintaining a file of randomly assigned families that will be shared routinely with the evaluators. The latter will include an assigned evaluation ID, date of random assignment, key demographics of the child and family, and other information.

In order to have a successful RCT or quasi-experimental study, the participating county will need support from leadership and key stakeholders and will need to meet the following critical requirements:

- Identified target population;
- Realistic schedule for achieving full implementation;
- Quality fidelity measurement with performance assessments; and
- Acceptance of projected cost and effort of data collection.

The participating county ideally will meet the following additional criteria during early implementation that contribute to conducting a successful rigorous evaluation:

- Articulated practice profile with correspondence between risk factors and intervention elements (e.g., appropriate service intensity, duration, and case plan goals);
- Appropriate outcome measures selected;
- Quality outcome data;
- Planned level of resource commitment adequate for intervention implementation;
- Intervention stability subsequent to testing its usability among participants;
- Key proximal outcomes moving in the desired direction;
- Change in status (in desired direction) of implementation drivers (organizational supports for implementation);
- Completion dates for implementation milestones;
- Achievement of enrollment targets;
- Timely submission of data; and
- Evaluation plan compliance to date.

3. Sub-Study Power Analysis

If an RCT will be conducted, the evaluation team suggests a minimum sample of 100 cases per RCT group for each year. Using an RCT that compares treatment and control conditions with a 50-50 random assignment of cases to treatment or control, the precision of the statistical comparison of treatment and control depends on the outcome being measured and the number of cases with completed data collection (N). When comparing percentages, such as the percentage of children at

risk, the difference that can be reliably detected (i.e., with a probability or power of 80%) depends on the average percentage of at-risk children in the population and the number of cases assigned to treatment and control (Table 7). With at least 100 in each group, there is at least 80% power for detecting a control-treatment difference of 20 percentage points. The power is higher for outcomes that are relatively common or relatively rare in the population.

Table 7			
Percentage Difference Between Treatment and Control Groups That Can Be Reliably Detected Versus Number of Cases in Each Group			
N Size of Each Group	Mean Percentage in the Population		
	10.0% or 90.0%	20.0% or 80.0%	50.0%
100	11.9%	15.8%	19.8%
200	8.4%	11.2%	14.0%
400	5.9%	7.9%	9.9%
800	4.2%	5.6%	7.0%

III. PROCESS EVALUATION

To structure data collection, analysis, and reporting of process evaluation findings for the demonstration project, the evaluation team proposes to apply a model composed of several categories and centered on elements of program development. This process evaluation model will allow for examination of a program’s internal consistency, implementation and model fidelity, and factors influencing model fidelity. For example, are the methods of identifying clients logically related to the types of services offered? Do program operations reflect training of social workers and implementation of eligibility requirements for children/youth in the intervention? Core elements of the process evaluation data collection will include context, identification, intervention, goals, and linkages.

- Context. The evaluation team will assess the context in which the program was developed, including any planning processes conducted. The team will also examine the theoretical assumptions that guide the program; the program's physical, financial, historical, and organizational characteristics, including its administrative structure and funding sources; and the social, economic, and political forces that may affect replicability of the intervention or influence the implementation or effectiveness of the demonstration project.
- Identification. This category consists of a comprehensive description of the techniques, procedures, and criteria used to determine eligibility for services, make referrals, and enroll clients in the program. This includes details regarding program staffing, including staff positions and related experience/training, and also examines the degree to which demonstration programs and services are operating as intended (i.e., fidelity to the model).
- Intervention. The evaluation team will conduct a full examination of the array of programming and services developed and implemented to meet the objectives of the demonstration project.
- Goals. Goals represent the criteria for determining how the program has performed in terms of meeting its objectives. This includes data on the outcomes of program activities and decision-making processes used by staff to enhance the program's effectiveness (e.g., any decision-support data systems and fidelity assessments identified by NIRN). The evaluation team also will examine whether there is clarity and consensus about program goals and whether staff and management interpret program goals consistently.
- Linkages. Research on linkages will identify formal and informal relationships within the demonstration project and with external agencies or systems, such as the court system. This includes examining the level of support offered by these relationships, describing collaborative efforts and activities that have been undertaken, and analyzing what factors might nurture greater positive interactions.

These elements, combined with the NIRN framework, inform identification of the process evaluation outputs, fidelity measurement, and implementation drivers assessed. As part of the approach described, the evaluation team will gather information about any differences in implementation before and after the start of the demonstration project, among participating counties or other administrative units, or between the experimental and control/comparison groups as applicable for sub-studies. Additionally, the process evaluation will collect information to identify barriers or challenges encountered during implementation, what steps have been taken to address them, and lessons learned during implementation. As previously mentioned, the process evaluation

will be informed by the NIRN implementation framework. Thus, data collection will also include the status of implementation stage and practice drivers.

A. Outputs/Output Measures

Process evaluation output measures will be collected annually for each county. These measures will include the specific interventions developed and implemented as part of the demonstration project, the implementation schedule and plan details, fidelity of implementation, and the contextual factors relevant to implementation. Contextual factors include measures of staff competency and workload; the role and activities of leadership; relationships with service providers and community stakeholders; continuous quality improvement efforts; use of data to inform decision making; and the availability and use of other organizational supports.

Additional proposed measures to be collected about each county's demonstration project include the following.

- Number of staff involved in implementation of the demonstration project (including training, coaching, and group supervision received; experience; education; and characteristics such as gender and race).
- Use of staff and organizational supports.
- Number and nature of partnerships formed in order to facilitate service delivery.

Descriptive information for the populations of interest will be obtained from counties' case management and assessment databases. Child welfare data will be referenced from California's Child Welfare Services / Case Management System (CWS/CMS) and the SDM database, from database copies housed by NCCD under another contract with CDSS. Juvenile justice data will be referenced from county-based case management and assessment data, which will be obtained once data-sharing agreements between the evaluation team and counties are in place (estimated for late spring 2016).

Proposed descriptive measures to be collected for each county's population on an annual basis, if data are available, include the following.

- The number of families that participate in SOP/CPM, Wraparound, or both, and their characteristics (age, race, and gender of parent[s]; family's length of time engaged in the intervention; and status in terms of custody/care of minor child(ren); employment status; immigration status; and preferred language[s] of parent[s]/guardian[s]).
- Number of youth who received (or will receive) enhanced services and support through the demonstration project and their characteristics (number served by juvenile justice and child welfare, referral characteristics leading to system involvement [e.g., child welfare allegations, and prior history, juvenile justice charges, and prior history], placement type if placed out of home, age, race, gender, sexual orientation, and number of referrals received).
- Number of families engaged through an individualized casework approach that emphasizes family involvement and their characteristics (age, race, and gender of parent[s]; family's length of time engaged in the intervention; and status in terms of custody/care of minor child(ren); parental incarceration history; employment status; immigration status; and preferred language[s] of parent[s]/guardian[s]).
- Number of youth and families exhibiting well-being based on proxy measures (outlined in section IV, Outcome Evaluation) as a result of the demonstration project and their characteristics (number served by juvenile justice and child welfare; family's length of time engaged in the intervention; age, race, gender, and sexual orientation of youth and parents (from needs and strengths assessment data for those receiving services); and status in terms of custody/care of minor child(ren); employment status; immigration status; and preferred language[s] of parent[s]/guardian[s]).
- Characteristics of youth involved with the juvenile justice system while participating in the demonstration project (number served by juvenile justice and child welfare, most serious charge, prior charge history, age, race, gender, sexual orientation, and number of referrals received).

B. Fidelity Assessment

A key element of successfully implemented evidence-based interventions is ensuring fidelity to the model on which it is based. Thus a critical component of the process evaluation will be evaluating implementation fidelity. The goal of fidelity assessment is to determine whether SOP/CPM

and Wraparound, as well as other programs offered by the nine California counties, are implemented as designed.

Because assessing fidelity is critical to achieving the desired outcomes of an intervention, agency staff often use tools to ensure an intervention is implemented appropriately. An assessment instrument helps the implementers understand “how the practice model is working and where improvements and other supports are needed to ensure it is being implemented consistently one case to the next, one year to the next.”¹²

Both the SOP/CPM framework and Wraparound program have fidelity assessments available for use. A key task of the evaluation team during evaluation planning was to identify the common fidelity assessment instruments used by the greatest number of county agencies, ensure that the instruments capture the necessary and critical information needed for the process evaluation, and select the instruments to be used by participating agencies—on at least an annual basis—to inform the process evaluation. The evaluation team opted to reference fidelity assessment methods and tools implemented by each agency for the process evaluation. Although fidelity assessments differ by county, this approach supports county efforts to integrate fidelity assessment into continuous quality improvement efforts and minimizes the counties’ burden of data collection for the process evaluation.

If the county has not yet identified fidelity assessment methods and tools for Wraparound, the evaluation team recommends that one or more of the Wraparound fidelity assessment system tools be adopted. Most of the participating counties are already using one or more of the instruments and approaches developed by the National Wraparound Initiative and its partners. The recommended fidelity assessment instruments include the following.

¹² California Partners for Permanency. (2014). *Fidelity assessment overview*. Retrieved from http://cfpic.org/pdfs/capp/Fidelity_Assessment_9-8-14.pdf

- Wraparound Fidelity Index, Version 4.0, a set of four interviews that measure the nature of the Wraparound process through brief confidential telephone or face-to-face interviews with four types of respondents: caregivers, youth older than 11 years, Wraparound facilitators, and team members.
- The WFI Short Form Version EZ can be self-administered or completed as part of an interview. There are versions for caregivers, facilitators, youth, and team members.
- The 20-item Team Observation Measure assesses adherence to the Wraparound model and service delivery principles, as observed in Wraparound team meetings.

Fidelity assessment methods and instruments for SOP/CPM vary more by county. The evaluation team will reference the tools and approaches used by each county. If a county has not yet identified fidelity assessment methods, the evaluation team recommends the approaches developed by University of California–Davis staff in conjunction with the SOP/CPM collaborative. These include a family survey, a case review tool, and a readiness checklist to assess the fidelity of SOP principles. Other fidelity assessments readily available for use include an installation checklist for using risk and safety assessments to inform SOP, developed by Casey Family Programs, and a fidelity assessment and family survey developed for the California Partners for Permanency project. The evaluation team is in the process of surveying counties about the instruments and methods used to monitor SOP/CPM and identifying ways to ensure that findings can be shared to inform the process evaluation.

C. Implementation Science/Development Evaluation

Within the previously described model, data collection will be informed by NIRN. Each county's implementation process will be examined using common measures from NIRN assessment practices and rely on adaptations of existing measurement tools developed by NIRN.¹³ Specifically, this will include an annual evaluation of the stages of implementation per intervention and an

¹³ NIRN. (2015). *Implementation drivers: Assessing best practices*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-ImplementationDriversAssessingBestPractices.pdf>; NIRN. (2011). *Stage-based measures of implementation components, full implementation component assessment and implementation tracker*. Retrieved from http://signetwork.org/content_page_assets/content_page_176/SISEP-InstallationStageAssessment-02-2011.pdf

assessment of best practice drivers. Practice drivers are critical elements of successful implementation in three domains: competencies, organization, and leadership. County planning and functioning will be assessed in each of these areas by researching the following.

- How the county monitors and achieves selection, training, coaching, and other support of staff.
- How leadership facilitates implementation; whether it is a system intervention and what supports are in place; and whether implementation is supported by a decision-support data system and valid, reliable, equitable assessments.
- How leadership monitors and measures implementation success and adapts to challenges encountered during implementation.

This assessment will also examine the phases of implementation in each county. County demonstration projects differ in terms of what programs are being implemented by each agency, the schedule for implementation, and the proportion of families to be served. In order to best understand how implementation plans relate to the success of counties' demonstration projects, it is critical to identify each county's implementation schedule, whether implementation included an "early adopter" or exploratory phase, the point at which each county reached or will reach full implementation, and what activities took place prior to and during full implementation.

Information on implementation assessment, the stage and sustainability of implementation, and the status of implementation drivers will be collected from county managers and directors during annual focus groups. Additional information about the demonstration project's implementation fidelity will be gathered from stakeholders (such as judges, district attorneys, guardians ad litem, parent mentors and other court staff, legislative representatives, public and private providers, former foster youth and families who received services, mental health administrators, and education and other community partners) through an annual web-based survey, conducted in years 1 through 4 of the evaluation (years 2 through 5 of the demonstration project). Information gathered through this survey and the focus groups will enable a cross-site implementation analysis.

D. Data Sources and Collection Procedures

A wide array of quantitative and qualitative data will be collected from a variety of sources for the process evaluation, primarily during site visits (Table 8). Sources of data will include:

- Annual focus groups with managers, directors, and others tasked with implementation of the demonstration project, to gather information about the status of implementation drivers as well as the stage and sustainability of implementation;
- Interviews with program directors to identify the context of implementation, barriers encountered and how they were resolved, and implementation successes;
- Annual web-based surveys with staff from child welfare and juvenile probation agencies, staff of community based organizations and private organizations that serve youth, and other key stakeholders in the county;
- Additional focus groups with community-based and private organizations that serve youth, to better understand fidelity at the provider level;
- An annual paper feedback survey distributed to parents/legal guardians assessed or investigated by child welfare, receiving child welfare services, and/or receiving Wraparound services assigned by probation;
- The outputs of continuous quality improvement efforts conducted by agencies (e.g., case review findings, observation findings, training evaluations, and results of staff mentoring efforts);
- Case files, program materials, written policies and procedures, and other relevant documents;
- Secondary data, such as whether or not a family team meeting occurred, obtained from regular data extracts; and
- Information gathered from regular calls/meetings held with counties throughout the evaluation period.

Table 8			
Process Evaluation Outputs and Measures			
Output	Measure/Indicator	Data Source(s)	Measurement Frequency
Linkages with partners	Description of activities with service providers, courts, other social service agencies, and stakeholders	Leadership interviews	Annually (years 1–4)
Increase in service delivery for families	Proportion of families and children/youth receiving services	Administrative service data (CWS/CMS and probation agency data, if available)	Annually (years 1–4)
Context of implementation	Identification of factors influencing implementation	Leadership interviews; staff survey	Annually (years 1–4)
Stage of implementation per intervention	Stage (exploration, installation, initial implementation, full implementation) and its defining characteristics, such as use of implementation team, staff coaching, and extent of daily practices	Implementation focus group	Annually (years 1–4)
Status of implementation best-practice drivers	Staff selection, trainings provided and evaluated, extent and quality of coaching efforts, staff use or performance, internal management support, systems-level partnerships, use of implementation team, decision-support data systems, facilitative administrative supports, system interventions and supports	Implementation focus group, staff survey, and leadership interviews	Annually (years 1–4)
Number of staff involved in implementation of the demonstration project	Number of staff using SOP/CPM or involved in Wraparound	Leadership interviews, staff survey	Annually (years 1–4)
Number and characteristics of children, youth, and families who receive enhanced services/support through the demonstration project	Number of youth and families engaged through an individualized casework approach, number of families engaged in SOP/CPM, number of families engaged in Wraparound, and characteristics of all of the above	CWS/CMS, probation agency tracking of Wraparound cases, and risk assessment data (if available)	Annually (years 1–4)

Focus groups and interviews will be recorded and transcribed to facilitate data analysis.

Recordings will be protected to ensure confidentiality of data and destroyed after project completion.

E. Data Analysis

Data analyses for the process evaluation will involve both qualitative and quantitative methods. Focus groups and interviews will be recorded and transcribed to enable analyses. Qualitative data from focus groups and interviews will be analyzed using the grounded theory method, guided by the themes and topics described previously, to enable identification of major themes that emerge from the data. Identification and analyses of themes will be guided by the content and foci of the data collection approaches. Analyses will include connections between themes and a comparison of themes by participating agencies and counties, supervisors and line staff, program participants, and other key stakeholders. Data from the analysis of process data will be used to describe each of the counties and may be used to inform outcome results as needed. The software used to enable qualitative data coding and analysis will be Atlas.ti. Quantitative data collected during the process evaluation (described below in the measures section) will be entered into SPSS and analyzed using descriptive statistics. Data collected from program observations and from document review will be entered into standardized forms during the site visit. Data will then be entered into a database (MS Excel or SPSS) and coded for analysis.

Process evaluation analyses will focus on a cross-site comparison of county implementation to answer the following research questions.

- Is the occurrence of an early adopters or exploratory phase related to more implementation drivers and better outcomes for children, youth, and families?
- What organizational and systemic factors are associated with reaching and sustaining full implementation?
- Are the number and type of implementation drivers put in place related to improved outcomes for children, youth, and families?

Analysis will begin with developing aggregate measures per county for each implementation driver. For example, an aggregate rating for competencies, organization, facilitative administration,

and leadership will be developed. During years 1 through 4 of this research effort, analysis will examine across counties the stages of implementation in child welfare and probation departments, as well as the prevalence and behavioral use of implementation best-practice drivers. In years 4 and 5 (sooner if possible), implementation information will be analyzed in comparison to outcomes for child and youth safety, well-being, and permanency across counties.

IV. OUTCOME EVALUATION

The outcome evaluation will include two types of analyses to evaluate changes in specified outcomes that occur under the waiver. First, the evaluation team will use an ITS design to track changes in outcomes over time. Second, the team will conduct two outcome sub-studies, one of which will ideally be an RCT, which will provide more definitive evidence of the effect of the intervention being observed. For both the ITS design study and the sub-studies, the resulting reports will include a description of the target population; the child safety, permanency, well-being, and juvenile justice involvement outcomes; analysis of waiver services and supports; discussion of outcome variations by key demographic factors (e.g., race, age, and gender) and case characteristics (e.g., type and number of placements); and a discussion of the model results and conclusions in regards to the research questions. The evaluation team will collaborate with CDSS and demonstration counties to finalize the plan for implementing the overall outcome study and sub-studies.

The outcome study will focus on the following research questions.

1. Does the demonstration project decrease recurrence of maltreatment?
2. Does the demonstration project decrease the use of out-of-home care?
3. Does the demonstration project decrease reentry into out-of-home care?
4. Does the demonstration project increase use of least-restrictive placements when a child must be placed in out-of-home care?

5. Does the demonstration project increase permanency rates?
6. Does the demonstration project decrease time to permanency?
7. Does the demonstration project improve child, youth, and family well-being?
8. Does the demonstration project decrease re-offending among youth involved in the juvenile justice system?

Additional data analyses will be conducted to better understand the answers to these research questions if available data allow. For example, analyses of permanency outcomes may include examining the placement stability of children in care. Other potential additional analyses may include:

- Does the demonstration project improve child, youth, and family functioning, as measured by risk and needs assessment items?
- Are reductions in juvenile justice system involvement related to an increased likelihood of youth remaining in the home?

A. Outcomes/Outcome Measures

The evaluation team plans to measure safety, permanency, and juvenile justice system involvement outcomes for youth receiving the SOP/CPM and/or the Wraparound intervention with case-level administrative data. As mentioned previously, child welfare data will be obtained from CWS/CMS and California's SDM assessment database, from database copies housed by NCCD under another contract with CDSS. If possible, the evaluation team will also obtain and reference CANS assessment data. Probation data will be obtained from counties and will include case management data, assessment data, and Wraparound population tracking and fidelity assessment databases. These administrative data will facilitate the evaluation team's goal of minimizing the burden of data collection for intervention practitioners and participants. Using administrative data to measure outcomes also provides a data source that is uniform across counties and reliable and valid enough to

inform federal Child and Family Service Review and other performance measures. It is particularly important that measures be stable over time when ITS design is used so that the threat to internal validity from changes in instrumentation can be ruled out.

Most outcomes observed will be estimated with administrative data, with one exception. Developing a conceptually sound definition of child, youth, and family well-being is essential to the outcome study. For purposes of the evaluation, child and youth well-being is defined as functioning in four domains: cognitive functioning, physical health and development, behavioral/emotional functioning, and social functioning.¹⁴ Child, youth, and family well-being will be approximated for children and families receiving child welfare services in two ways. The first is a composite index reflecting the number of needs in domains related to well-being (e.g., physical health, emotional health and coping, household relationships, social support system, and resource management). The needed measures can be obtained from the SDM® FSNA/CSNA and CANS data recorded by workers.¹⁵ Items on the FSNA/CSNA and CANS are structured with a four-point scale such that a need is represented by a negative number and a strength by a positive number. This well-being proxy measure will be a sum of needs. Because this is not the intended use of these assessment data, a factor analysis will be conducted to examine the validity of the scale. If possible, additional validity testing will be conducted with a sub-study sample by comparing self-reported well-being to the well-being sum of needs index at the start of services. This approach can be used to calculate the sum of needs for a young person and his/her parents/legal guardians if probation risk and needs assessment data are available.

¹⁴ Lou, C., Anthony, E. K., Stone, S., Vu, C. M., & Austin, M. J. (2008). Assessing child and youth well-being: Implications for child welfare practice. *Journal of Evidence-Based Social Work*, 5(1–2); Administration on Children, Youth and Families, Children's Bureau. (2012, April 17). *Information memorandum*. Retrieved from <https://www.acf.hhs.gov/sites/default/files/cb/im1204.pdf>

¹⁵ Beginning in 2016, all nine county child welfare agencies will be using the SDM assessment system. Only some counties are using the CANS assessment, and CANS data are typically maintained by another agency.

The second approach for approximating well-being will be to examine whether needs decreased from the time of initial case assessment to the time of case closure in the domains of interest. For example, for how many caregivers did emotional health and coping improve while receiving child welfare services? This approach will provide descriptive information about improvements in physical health, emotional/behavioral health, child development, and social relationships.

A similar approach will be used to estimate trauma exposure. The most recent version of the FSNA/CSNA has a measure of trauma exposure, as do some versions of the CANS assessment. For children receiving child welfare services, the evaluation team will describe the extent of trauma exposure using existing data. Similar data are not available for the probation Wraparound population, based on a review of risk assessments used, but some providers complete the CANS assessment for Wraparound youth. If data are available, trauma exposure will be examined for those youth in Wraparound for whom a CANS was completed.

B. Data Sources and Collection Procedures

The evaluation team will obtain data from multiple sources to conduct the evaluation. As a first step, an information inventory was conducted for all sites, to determine and map existing data sources as well as any gaps. The existing inventory was reviewed against expected short- and long-term outcomes for both interventions. Although the inventory revealed the expected differences between county agencies, the evaluation team opted to work with the data available to the extent possible. This minimizes the data collection burden for county agency staff and supports their efforts to integrate CQI efforts.

As mentioned previously, a limitation of some probation case management systems is that data systems may not share unique identifiers for youth. This means that matching risk and placement data stored in CWS/CMS may not be easily matched to probation case management data. The

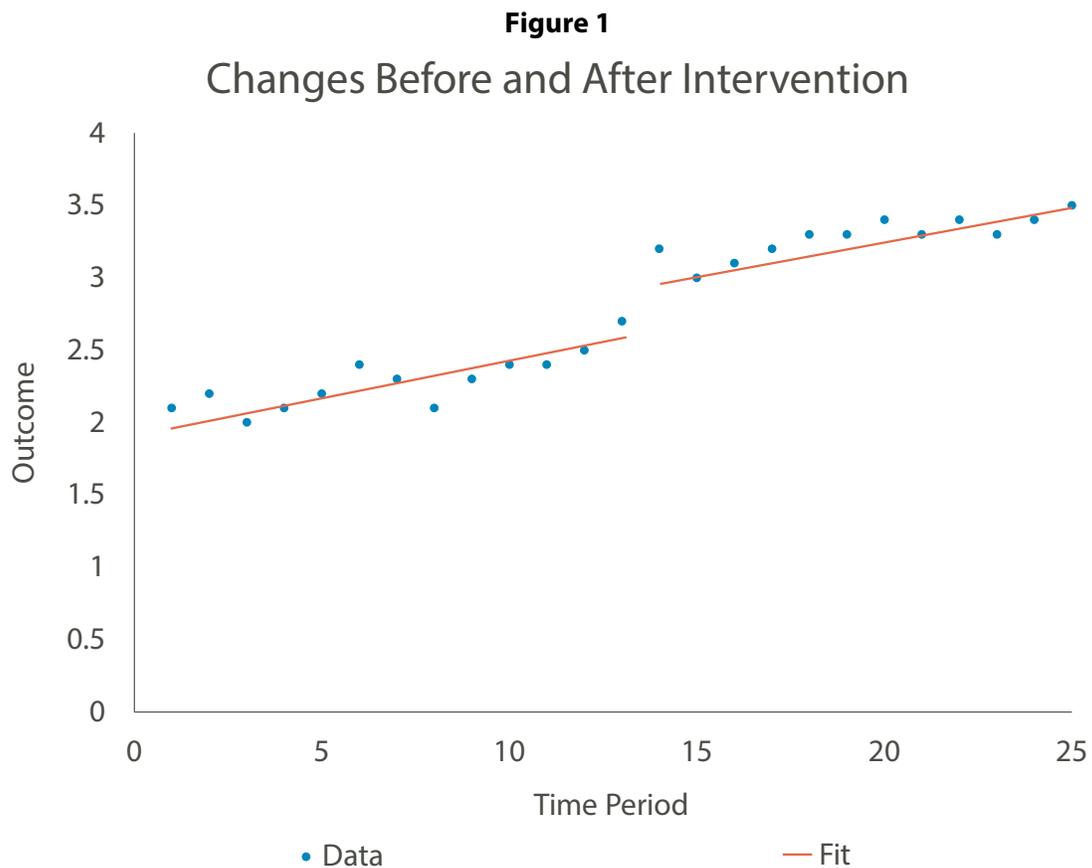
evaluation team is currently working with probation agencies to establish data-sharing agreements and identify how to best answer all research questions for all counties if possible. It is likely that for those county systems with no shared identifiers, the evaluation team can reference names and birthdates to create a shared identifier and enable matching. The proposed key measures, along with data sources and outcome domains, appear in Table 9. Current data sources include:

- Administrative case management data from CWS/CMS about child maltreatment referrals, investigations, case service decisions, and placement decisions;
- Administrative data on youth petitions, referrals to juvenile justice, court dispositions, and probation status from county probation data systems;
- California DOJ, Criminal Justice Statistics Center; and Monthly Arrest and Citation Register MACR data files;
- SDM assessment information, including the safety, risk, family/child strengths and needs, and reunification assessment information on each child welfare case; and
- Information from juvenile risk assessments and strengths and needs assessments, such as the Juvenile Assessment and Intervention System™ and the Positive Achievement Change Tool, on the characteristics of youth on probation.

Table 9			
Outcome Measures			
Research Question/ Sub-Question	Outcome Domain	Outcome Measure	Data Source
Does the demonstration project decrease recurrence of maltreatment?	Child and youth safety	Subsequent reports, investigations, and substantiations of child harm	CWS/CMS
	Child and youth safety	Subsequent placement of a child for safety reasons	CWS/CMS
Does the demonstration project decrease the use of out-of-home care?	Child and youth permanency	Among children reported and provided services, proportion placed in foster care	CWS/CMS
Does the demonstration project decrease reentry into out-of-home care?	Child and youth permanency	Among children in foster care, proportion reentering care in standardized follow-up period	CWS/CMS
Does the demonstration project increase permanency rates?	Child and youth permanency	Among children in foster care, permanency type attained during a standardized follow-up period	CWS/CMS
Does the demonstration project decrease time to permanency?	Child and youth permanency	Among children in foster care, permanency type attained, time to permanency	CWS/CMS
Does the demonstration project increase use of least-restrictive placements when a child must be placed in out-of-home care?	Child and youth permanency	Among children in foster care, proportion by placement type	CWS/CMS
Does the demonstration project improve child, youth, and family well-being?	Child and youth well-being	Composite score from worker evaluation of physical health, emotional/behavioral health, child development, peer/adult social relationships, family relationships, and trauma exposure	SDM child strengths and needs assessment, relevant probation agency risk or needs assessment items
	Family well-being	Composite score from worker evaluation of physical health, mental health/coping, household relationships, social support system, and resource management	SDM family strengths and needs assessment, relevant probation risk or needs assessment
Does the demonstration project decrease re-offending among youth involved in the juvenile justice system?	Youth juvenile justice involvement	Youth charges, petitions, court dispositions, and probation	Data from county probation departments

C. Data Analysis

As mentioned previously, the basic ITS analysis uses outcome measures from equally spaced time intervals (e.g., monthly assessments of child safety and well-being) to estimate changes in outcome measure levels from one interval to the next, both prior to and after the demonstration. Figure 1 illustrates a level change from before implementing the demonstration to after the intervention. The gap between time periods 12 and 14 corresponds to when the intervention is implemented. The blue circles represent well-being scores across each time period. Note that Figure 1 assumes that comparable well-being outcome data are available pre-intervention, which may not be the case in all demonstration counties. The ITS analysis adjusts for a possible linear trend across time when estimating the level change, which can be assumed to be a result of the intervention.



This type of analysis can be used with relatively few time periods, such as yearly data four years before and four years after the implementation period. However, the estimate of the intervention effect would be imprecise. If available, more years of data and monthly data would be preferable. More frequent data may have seasonal patterns that can be incorporated into the modeling procedures. For example, referral rates may increase during the school year with more mandated reports. With more data points, adjustments can be made for these seasonal patterns.

Figure 1 assumes that intervention effects will occur immediately upon implementation. This may not necessarily be the case in the demonstration counties. There will likely be a delay between implementation and the resulting effect on outcomes; for example, time to permanency may not show any measurable change until several months after implementation. Any change is also likely to be gradual if implementation takes place over an extended period of time. Hopefully, the pattern of change can be defined, i.e., what is expected to happen between when the implementation starts (time point 12) and the intervention is fully implemented and effective (time point 14). To the extent that the pattern of change can be defined, the model fit can use the data during the change to improve the estimates. The evaluation team will work with the counties to determine the exact dates of the implementation period and the expected timeframe for effects on each outcome of interest.

The outcomes of interest may summarize characteristics of individual cases or children (e.g., children in out-of-home care who went to permanent placements during the time interval). If data for individual children are available, the basic ITS analysis can be combined with survival analysis to model the time to permanency with predictors for linear changes over time and a change due to the intervention. Alternatively, the impact of the intervention for each child in the analysis can be measured, such as how long after the intervention date each child's case occurred. The evaluation team will work with the counties to determine whether data for individual cases or children are available for specific analyses.

1. County-Specific Analyses

The evaluation team proposes using basic descriptive analyses and ITS modeling to understand the impact of waiver activities on foster care experiences of safety, permanency, and well-being,¹⁶ as well as on rates of youth involvement with the juvenile justice system in each demonstration county. Some of the analyses will be fairly straightforward, such as comparing subsequent reports of maltreatment (i.e., safety), placement, and time to permanency (i.e., length of time to reunification or permanent placement) prior to and after the demonstration is implemented, using administrative data.

Other analyses will use regression and other modeling techniques in order to examine the impact of the demonstration project while controlling for observed characteristics of the individuals, such as the prevalence of risk factors and needs. For example, logistic regression methods will be used to examine the impact of the demonstration project on the proportion of children and youth in out-of-home care.

Let $Y_{it} = \begin{cases} 1, & \text{if child } i \text{ is in out of home care (OOHC) at time } t \\ 0, & \text{if child } i \text{ is in home care (HC) at time } t \end{cases}$

Assume that

$$Y_{it} \sim \text{Bernoulli}(p_{it}),$$

where p_{it} is the probability that child i is in out-of-home care at time t , t is the time variable, and 1_t is the intervention indicator at time t (1 = implemented, 0 = not yet implemented). The model to be estimated can then be written as follows:

$$\text{logit}(p_{it}) = \beta_0 + \beta_1 X_{1it} + \beta_2 X_{2it} + \beta_3 X_{3it} + \beta_4 1_t + \beta_5 t$$

Since multiple time points are observed for each child or case, a model that accounts for clustering at the child or case level will be used, as is appropriate; this will not affect the estimates or the model structure described above, but will ensure that variances are estimated correctly. Related

¹⁶ Rossi, P., Lipsey, M., & Freeman, H. E. (2004). *Evaluation: A systemic approach*. Thousand Oaks, CA: Sage Publications.

child-level analyses will include examining the overall change in trends of events for children involved in the child welfare system, such as entry and reentry into out-of-home care, as well as the timing of these events. That is, how much time elapses between the initial referral and subsequent reports of maltreatment or placement, prior to and after the demonstration? Similarly, the evaluation team will analyze trends in survey and risk assessment data to understand whether families are improving after receiving intervention services with regard to reduced risk factors and strengthened parenting and protective factors, as compared with families not receiving waiver interventions. For youth involved in the California juvenile justice system, the team will use comparable analyses to assess trends focused on youth events such as arrests, petitions, court dispositions, and probations. These time trend analyses will provide a general sense of whether the waiver is achieving the primary outcomes of interest.

For each analysis, the evaluation team will work with the counties to identify the following.

- The outcome measure to be evaluated.
- The data to be analyzed (e.g., using records for individual children or summary statistics by time period, and what time period will be used).
- The implementation schedule for the intervention and how the extent of the intervention (as it affects individual cases or children or affects summary statistics for the time period) is to be measured and which data it will be based on.
- The expected relationship between the intervention and the change in outcome (e.g., whether the effect of the intervention is expected to occur immediately, be spread out over a year, or be delayed with no effect for the first year after the intervention).

2. Analysis Across Counties

For many of the outcome measures, state data can be used to calculate summary statistics over time for the state and individual counties. The summary statistics for the demonstration counties and the non-demonstration counties of the state will be compared graphically. Because the outcome study includes data from multiple counties, each of which may have a different date for the

intervention and different procedures for implementing SOP/CPM and Wraparound services, the team also proposes to use a series of more sophisticated analyses in an attempt to understand differences between counties.

Differences between counties can be assessed by creating mixed models and incorporating counties as random effects. The basic model with county random effects can be approximated by fitting a separate ITS model to the data from each county and treating the county intercepts, slopes, and intervention effects as random values to be analyzed—for example, treating the county intervention effects as a random sample of possible intervention effects and calculating a confidence interval for the mean intervention effect. If the confidence interval does not include zero, the conclusion would be that the intervention has a statistically significant effect.

Fitting a mixed model yields better results than treating the county intervention effects as a random sample because it appropriately adjusts for different sample sizes in each county. Mixed linear models can also incorporate serially correlated data and complex assumptions about the changes over time. This type of analysis allows for comparison between counties to assess different types of demonstration projects and learn which most effectively produces the desired outcomes. This method also allows for measurement and control of other county agency characteristics, such as average caseload size per worker, and county agency characteristics, such as proportion of the population in out-of-home care.

The analysis assumes that the outcomes and populations are comparable across demonstration counties. If counties use different outcome measures (e.g., different risk assessments) or the expected effect of the intervention differs from one county to the next (e.g., the effects of the intervention differ for Los Angeles and Alameda counties compared to other demonstration counties), then it will not be possible to fit a mixed model across counties for such outcomes. A complete plan for all of the specific analyses conducted will be discussed and finalized in collaboration with all demonstration counties.

V. COST ANALYSIS

The objective of the cost study is to determine the impact of flexible Title IV-E funding strategy on child welfare services and probation expenditures in participating counties. The analysis will focus on the changes in cost of services to children and families in the demonstration counties over time. This will include, if data allow, examining any shifts in cost sub-categories such as shifts from probation- and foster care-related costs to non-probation- and non-foster care-related services. To the extent possible, the team will implement cost-effectiveness analysis to determine changes in costs per unit of change in outcomes that have statistically significant change due to the waiver.

A. Methodology

The cost analysis will examine the aggregate costs of services received by children and families in the demonstration counties prior to the implementation of the Title IV-E Waiver Demonstration California Well-Being Project and during the current waiver period, as data allow. The analysis will involve a longitudinal examination of changes in costs over time, i.e., how service costs differed prior to the start of the demonstration versus after implementation of the waiver. In addition, we will use average costs across all counties in the state as a benchmark to compare and contrast relative changes over the waiver period. Ideally, cost data should be distinguished by various categories (e.g., service type, service provider, and costs per family or child). The cost analysis will include an examination of the use of key funding sources, including federal sources as well as state, county, and local funds. The evaluation team will assess the utility of obtaining such data from the Quarterly Fiscal Supplemental Form, County Expense Claims (CEC) and the Automated Assistance Claims (CA 800 forms). The evaluation team will work closely with each of the county agencies and their service partners to categorize and validate program costs to key line items, including foster care services, probation services, and administrative services.

1. Cost Sub-Study Methodology

The evaluation team proposes a sub-study sampling cases by worker to obtain an estimate of the average service cost per case. The team will examine the available waiver service programs and supports, or combinations of waiver service and other interventions implemented at a county's discretion. As discussed in the RFP, the amount of federal, state, and local expenditures should be provided to the evaluation team for analysis by each county child welfare department and county probation department involved in the waiver, as well as CDSS, when appropriate. The evaluation team will develop memoranda of understanding and data-sharing agreements with the child welfare and probation departments participating in the evaluation and with CDSS. When required, approval will also be obtained from the juvenile courts. Where feasible, the team will use existing payment records for all pre-waiver and demonstration periods.

The evaluation team will look into cost sub-categories to explain variations and implications for cost savings. For example, the cost of administering programs for children in foster care can be divided between the cost of out-of-home care and the cost of administering the program. Administrative costs include salaries for caseworkers, salaries for service providers, and costs of services for children; out-of-home care costs are a function of the number of children entering placement, the length of time a child remains in care, and the type of care. Examination of costs over time by such sub-categories in intervention and comparison groups will yield maximum information, with policy implications related to cost shifts and potential cost savings that are attributable to participation in the demonstration project.

The analysis will examine costs by type of services and by source of funding (federal, state, and local). The evaluation team will analyze any shift of costs between line accounts, since we expect reductions in costs of reinvestigations and out-of-home placements and increases in costs of SOP/CPM, Wraparound services, parent-child therapies, substance abuse treatment services, mental health services, and youth transition services.

2. Cost-Effectiveness of Demonstration Interventions

Cost-effectiveness is the extent to which the program has achieved its results at a lower cost compared with alternatives (change in costs per unit of outcome). Key outcomes for this analysis could include number of subsequent maltreatment episodes, length of time remaining safe in home, risk of future maltreatment, risk of entry into out-of-home placement, length of time to reunification, and number of placements in foster care. After identifying the outcomes for which a statistically significant difference is identified, the evaluation team will perform a cost-effectiveness analysis to examine whether the change in costs of intervention services are justified by the outcomes. This will include computing the incremental cost-effectiveness ratio (below) associated with demonstration relative to the comparison.

$$(demonstration\ costs - comparison\ costs) / (intervention\ outcomes - comparison\ outcomes)$$

Such a ratio would, for example, reveal the difference in costs between intervention and the comparison for each additional child remaining safe in the home for 12 months. Comparison may include the costs and outcomes in the pre-waiver period for demonstration counties. If such data are not available, the evaluation team may use average costs and outcomes across all other counties in the state as a benchmark to compare with the demonstration counties.

B. Data Sources and Collection Procedures

Data sources and collection procedures will be determined during the first three months of evaluation planning. The evaluation team is consulting with CDSS staff on the data being recorded in the Quarterly Fiscal Supplemental Form, Automated Assistance Claims, and County Expense Claim.

C. Data Analysis

1. Cost Analysis

In cost analysis, counties will constitute the unit of analysis. The evaluation team will examine if and how expenditure patterns change during the demonstration period. Data will be aggregated at the department level and will most likely originate from county fiscal data and the County Expense and Automated Assistance Claim reporting. The evaluation team will examine administration expenditures (mostly salaries and department expenditures) and assistance expenditures (e.g., out-of-home placement and probation costs) and determine any shifts between two expense types over time. This analysis will focus on examining how the reinvestment savings have been used to improve program outcomes for children and families.

2. Sub-Study on Average Service Cost per Case

A sub-study of the average service cost per case would supplement family- and child-level service and cost data that may not be readily available for the waiver intervention. For this cost sub-study, data on caseworker time and use of client service array will be collected to help describe cost structures of the department. The evaluation team proposes to conduct these studies in years 3 and 4 of the evaluation (years 4 and 5 of the demonstration project), once programs are stabilized. The team will work with CDSS and the Evaluation Steering Committee to select a county with fully implemented intervention(s) and willingness to assist with additional data collection over a certain period. The time period may be adjusted depending on the average service period of the intervention selected for study. During the specified time period, selected intervention caseworkers in one demonstration county agency will be asked to report on the time spent on one randomly selected case in a certain time period. Data will be analyzed to estimate average time spent on different types of cases. Because some non-responses are anticipated, the evaluation team will calculate analysis weights to adjust for

and reduce any non-response bias. Regression analysis will be used to predict the time spent as a function of the type of case and the time in care.

With coordination and approval from the county agencies, selected workers and contractors will be asked to complete a service log detailing hours (or the appropriate unit of service), the type of service provided to the selected case, and the delivery method (directly by a worker, contracted through a service provider, or from an in-kind community service organization). For SOP/CPM, the focus would be an agency worker. For Wraparound, however, the focus of the study might be a contracted provider. The data will provide average number of hours and units per family/child and a count of services and service types received per case. Costs can be computed using average wages per worker, actual payment costs, or unit costs of services. Using this method, the evaluation team can then calculate an average cost per case receiving an intervention. The service log will also contain survey questions asking workers about specific case challenges each week to elicit what constitutes a difficult case. The team will analyze these answers qualitatively for context.

This sub-study will help document and describe the array of services that families targeted for intervention can receive and thus also support the process study. The evaluation team will strive to have comparable data from the caseworker and contractor but recognizes (based on other multisite experiences) that differences in definitions and cost data collection may vary. The team will work closely with the selected county agency and service providers to understand, at a minimum, what is encompassed within each definition and dataset. Results discussion will explicitly state any caveats and limitations due to variations in data measurements and data availability.

VI. QUALITY CONTROL AND HUMAN SUBJECTS PROTECTION

The evaluation team will secure Institutional Authorization Agreements to officially designate the CPHS IRB as the IRB of record for this project. Following initial approval, the evaluation team will return to the IRB as needed to obtain subsequent or continuing review and approval for any revisions,

renewals, closures, and/or unanticipated problems that may involve risks to waiver subjects or others. All approved projects are reviewed by the IRB on an annual basis.

Given that the evaluation team proposes survey data collection with clients, there will be a need to develop procedures for securing informed client consent. There are a number of ways to approach the informed consent requirement. Some studies have separate consent forms for participation in services (if they are voluntary services) and participation in the evaluation. Other studies have one consent form that covers both the services and evaluation participation. Also, in some studies, such as the Michigan Title IV-E waiver evaluation, Westat has been able to secure a waiver of informed consent to receive administrative (SACWIS) data and a waiver of documentation of client consent to access data and merge this data with the SACWIS data. For the latter, the evaluation team developed a study information flyer that is passed out by caseworkers to both demonstration and comparison group clients soon after the clients are randomly selected for the study. The flyer informs clients that the evaluation team will have access to assessments and surveys that the clients complete as part of program participation. The flyer also provides information that typically appears in an informed consent form, such as why the client was selected for the study, study procedures, data privacy, benefits and risks involved, and contact information for the evaluation team director and the IRB.

Securing this waiver of documentation of consent helped ensure that the evaluation team received all study data on all families in order to most effectively examine the differences in case outcomes between demonstration and comparison group families. Due to the waiver, the team was also able to examine differences in the impact of the waiver program based on the individual services offered during the program, the level of progress made during services, and individual family demographics.

The evaluation team will work with CDSS and representatives from participating counties to determine what approach is most appropriate for the current effort and will collaboratively develop

informed consent documents and procedures as appropriate. If a consent form or document is developed, the evaluation team will conduct trainings and administer training materials for those who administer the documents, ensure that the consent documents are available in alternative languages (e.g., Spanish), and require that those who administer the instrument review the document with the client and answer any client questions.

For the process evaluation interviews and focus groups, the evaluation team will develop a written consent form for process evaluation respondents to sign. The consent form will include details about study procedures, data privacy, benefits and risks involved, and the voluntary nature of the respondent's participation. The form will also ask for the respondent's permission to audio record the interview or focus group to allow evaluation team members to fill in their written notes afterward. The recordings will be destroyed after the interviews and focus groups are transcribed.

All forms and procedures will be reviewed by CDSS and county representatives prior to submission to the CPHS IRB.

VII. EVALUATION TEAM SUMMARY

The principal investigator for this effort will be Dr. Isami Arifuku. Dr. Arifuku has been employed by NCCD for 17 years and has planned, managed, and conducted comprehensive evaluations, including process, outcome, and cost studies in juvenile justice programs. Dr. Jesse Russell, chief program officer, will serve as evaluation consultant. Dr. Russell oversees NCCD's system improvement group, which is focused on engaging social services agencies and other stakeholders in using data to drive system improvement efforts. Kristen Johnson, a senior researcher with NCCD, will serve as co-principal investigator. She has extensive experience with evaluation research, data analysis, project management, data collection, and technical support and will also serve as process and outcome co-lead.

Key Westat staff include co-principal investigator George Gabel, who currently directs the federal Permanency Innovations Initiative (PII), including two grantees in California, and has extensive experience with Title IV-E waiver evaluations. Dr. Jaymie Lorthridge, Westat project director for this study, is a site lead for PII, leads the fidelity task for the Michigan Title IV-E waiver, and has more than 10 years of experience in the evaluation of community-based programs aimed at improving outcomes for families and children. John Rogers, statistician, has 36 years of research experience, including several waiver evaluations. Other experts from Westat include Jane Mettenburg, senior advisor; Dr. Mustafa Karakus, cost study lead; Yong Lee, data manager; Carol Bruce, senior analyst; and Gail Thomas, primary data lead.

NCCD will also partner with Cyberspace Technologies International and Tony De Venuta, its president and CEO, to support data collection for the process evaluation. Cyberspace Technologies is a disabled veteran business enterprise and will provide transcription services for this project.

Key members of the evaluation team and their roles are outlined in Table 10.

Table 10		
Evaluation Team Members by Role		
Name	Role	Agency
Isami Arifuku	Principal investigator, process co-lead	NCCD (Oakland, CA)
George Gabel	Co-principal investigator	Westat
Kristen Johnson	Co-principal investigator, process/outcome co-lead	NCCD (Oakland, CA)
Jesse Russell	Evaluation consultant	NCCD (Madison, WI)
Jaymie Lorthridge	Westat project director	Westat
Carol Bruce	Outcome co-lead	Westat
Mustafa Karakus	Cost study lead	Westat
Jacky Choi	Cost study evaluator	Westat
Yong Lee	Data manager	Westat
Jane Mettenburg	Senior advisor	Westat
Gail Thomas	Primary data lead	Westat
Vanessa Nittoli	Primary data research assistant	Westat

Evaluation Team Members by Role		
Name	Role	Agency
Elizabeth Petraglia and John Rogers	Statisticians	Westat
Cecilia Avison	Senior researcher	Westat
Researcher I/II	Process evaluator/county lead	NCCD (Oakland, CA)
Andrea Bogie	Data manager	NCCD (Madison, WI)
Sarah Covington	Data analyst	NCCD (Madison, WI)
Tony De Venuta	Transcription services	Cyberspace Technologies International

Isami Arifuku, Principal Investigator, Process Co-Lead: As a senior researcher, Dr. Arifuku has conducted research on cultural competence in community-based organizations; analyzed data and conducted presentations and training on disproportionate minority contact for the Alameda County Probation Department from 2005 to 2010; and conducted a quantitative racial disparities analysis for the Public Welfare Foundation on the effect of pretrial services programs on defendants. Dr. Arifuku was the operations director for two five-year grants from the Centers for Disease Control and Prevention, partnering with the University of Hawaii and later, the University of California at Berkeley, as Academic Centers of Excellence in Violence Prevention. She oversaw all aspects of each five-year, \$800,000/year grant, which included research, working with communities to mobilize against violence, training of graduate students in violence prevention, and evaluations of several community-based interventions. She has managed multiple evaluation studies, some involving experimental designs with random assignment of subjects, including outcome and process evaluations of a gender-specific program—RYSE (Reaffirming Young Sisters’ Excellence)—and Community Probation for the Alameda County Probation Department and FOCUS (Family-Oriented Community Utilization System) in Stanislaus County. Dr. Arifuku managed evaluations that were located in multiple sites and with different system change mechanisms in the Healthy Returns Initiative as well as the Juvenile Detention Alternatives Initiative (JDAI), which covered sites located in 10 states.

George Gabel, Co-Principal Investigator: Mr. Gabel is a Westat Senior Study Director with expertise in project management and program design and evaluation. He has 25 years of experience in child welfare research, including lead roles on multiple Title IV-E waiver evaluations. In addition, he has worked closely with public and private child welfare agencies to improve their research and evaluation capabilities and their use of data for management and planning. Mr. Gabel is familiar with child welfare administration at the state and local levels, having worked for six years as director of management analysis for New York City’s Administration for Children’s Services.

Kristen Johnson, Co-Principal Investigator, Process and Outcome Co-Lead: Dr. Johnson is a senior researcher with NCCD. She has extensive experience with data analysis, project management, data collection, and technical support. Since joining NCCD, she has conducted research for agencies in the fields of child welfare, juvenile justice, adult corrections, and adult protective services. This includes an impact evaluation of Michigan foster care case management services, analyses of racial disparity for child welfare and juvenile justice agencies, and numerous process evaluation and risk assessment validation studies. Prior to joining NCCD, Dr. Johnson was employed with the Center for Addiction

Research and Education at the University of Wisconsin–Madison as a program analyst for a clinical intervention trial. She holds a PhD in child and family studies, an MA in policy analysis, and a BA in sociology with a concentration in analysis and research from the University of Wisconsin–Madison.

Jesse Russell, Evaluation Consultant: Dr. Russell joined NCCD as director of research in 2013 and is currently the chief program officer. He oversees a dynamic team of researchers and analysts focused on engaging social services agencies and other stakeholders around using data to drive system improvement. He is currently leading a multi-year, multi-site project to improve dispositional decision-making in juvenile justice. In partnership with the Annie E. Casey Foundation, this work focuses on bringing stakeholders together toward the common objective of safer communities and more successful youth. Dr. Russell provides strategic research and analytics support for several “pay for success” feasibility studies. Using data from multiple systems, the analyses provide insights into how to best define potential intervention populations and measure impacts. Previously, Dr. Russell was research manager at the National Council of Juvenile and Family Court Judges. He served as the principal investigator for projects supported by the Office of Juvenile Justice and Delinquency Prevention, the Department of Health and Human Services, Casey Family Programs, and the Children’s Bureau, among others. His research on child welfare, juvenile justice, courts, and system improvement efforts has appeared in many publications, including the *Journal of Juvenile Justice; Children and Youth Services Review; and Psychology, Public Policy, and Law*.

Jaymie Lorthridge, Westat Project Manager: Dr. Lorthridge is a Westat Senior Study Director with over 10 years of experience in the evaluation of community-based programs aimed at improving outcomes for families and children. In collaboration with multi-disciplinary teams, she has designed and implemented process and outcome studies that informed subsequent program implementation and jurisdictional policies. She designs data collection tools, including surveys, interview and focus group protocols, and data extraction protocols, and uses quantitative and qualitative methods to assess achievement of project objectives.

Carol Bruce, Outcome Co-Lead: Dr. Bruce is a senior research analyst and Westat Senior Study Director, with 25 years of experience researching, collecting data, and providing technical assistance to data stakeholders on several social and behavioral science topics, including the incidence of child abuse and neglect, youth experiences in residential placement, children and students with disabilities, and tobacco use among youth and adults. She is proficient with SPSS, SAS, MATLAB, SUDAAN, HLM, Stata, and WesVar statistical software tools.

Mustafa C. Karakus, Cost Study Lead: Dr. Karakus is a health economist with a strong background in applied microeconomics, health economics, and econometrics; he is trained in micro simulation modeling and cost-effectiveness analysis. At Westat, Dr. Karakus has conducted economic analyses of data for projects funded by the US Department of Labor, the US Department of Health and Human Services, the Social Security Administration, the Centers for Disease Control, and the Washington Families Fund.

Jacky Choi, Cost Study Evaluator: Mr. Choi is a research assistant with experience in health education, research, and project development. At Westat, he assists senior-level staff with tasks such as conducting literature reviews; performing geocoding; developing, editing, and revising survey content; annotating and coding surveys; drafting training and recruitment materials; working with subcontractors, study participants, and/or clients; and writing client reports. Mr. Choi has served as a liaison among various stakeholders on health-related projects or activities. He offers health communication skills and experience in social science research and writing.

Yong Lee, Data Manager: Mr. Lee is a senior systems analyst with 25 years of experience supporting the analytic and programming needs of survey research. His specific areas of expertise include working with complex data systems and performing statistical analyses, sampling, weighting, and imputation. Mr. Lee also leads a team of programmers assigned to various analytic task order contracts. He prioritizes their work, develops and maintains schedules, and provides technical guidance as needed.

Jane Mettenburg, Senior Advisor: Ms. Mettenburg is a Westat Senior Study Director with more than 35 years of experience in child welfare. She has directed all aspects of evaluation research and is currently directing two Title IV-E waiver evaluations. Her experience and skills include experimental and quasi-experimental design, qualitative and quantitative data analysis, outcome measurement, survey design, administrative data systems design, interview and focus group protocols, cost analysis, and data collection design. As a staff director in a state human service agency for 23 years, she was responsible for managing data analysis, systems development, performance and outcome measures development, compliance with federal and state regulations, and reporting for child welfare and Medicaid.

Gail Thomas, Primary Data Lead: Ms. Thomas is a Westat Senior Study Director with 15 years of experience managing and conducting multimode process and outcome data collections involving at-risk youth, clergy, and the elderly. Ms. Thomas has helped develop and test instruments, trained and directed field staff for quantitative and qualitative studies, and provided oversight of data collection quality and production.

Vanessa Nittoli, Primary Data Research Assistant: Ms. Nittoli is a research assistant with three years of experience in survey research and support. At Westat, she supports criminal justice and child welfare projects throughout data collection, analysis, and evaluation. She is the primary point of contact on helpdesks, where she responds to telephone calls and emails; conducts data retrieval, nonresponse follow-up, cognitive debriefings, and telephone interviews; and documents all communications. In addition, Ms. Nittoli has compiled a national frame of probation agencies from state contacts, web research, and published directories; tested survey instruments; run mail merges; and analyzed survey data to enhance the national survey frame. She has contributed to annual, methodological, and evaluation reports. In previous work, Ms. Nittoli conducted fraud investigations in the field. She is skilled in MS Office applications, web research, and customer service.

Elizabeth E. Petraglia, Statistician: Dr. Elizabeth Petraglia is a statistician with seven years of experience in survey research and other statistical areas, including small-area estimation, Bayesian hierarchical modeling, and large-scale survey statistics. At Westat, she develops estimation strategies that maximize available data to address clients' research questions, particularly for complex or incomplete datasets. Dr. Petraglia completed her doctorate in statistics at The Ohio State University under the supervision of Dr. Elizabeth Stasny. Her dissertation topic was improving small-area estimation of crime rates by combining data from the National Crime Victimization Survey with administrative police records. Dr. Petraglia has extensive experience with SAS and R, and a strong knowledge of statistical software such as Stata, JMP, Minitab, WinBUGS, and SPSS.

John Rogers, Statistician: Mr. Rogers is a statistician with 36 years of experience in project management, statistical analysis, mathematical modeling, and computer programming. Mr. Rogers has worked on studies involving foster care, program evaluation, environmental issues, housing, health, sample design, and statistical analysis. Mr. Rogers has performed survey design, survey

operations, and statistical analysis using a variety of statistical methods and helped to develop new methods when necessary.

Cecilia C. Avison, Senior Researcher: Ms. Avison is a bilingual (English/Spanish) research assistant with 12 years of experience implementing fieldwork activities, assisting in training seminars, producing survey instruments, providing Spanish translations for various studies, and recruiting US and international survey respondents. She has conducted numerous site visits within the United States and Latin America, including the Dominican Republic, Guatemala, and Bolivia. During her site visits in Latin America, she conducted program evaluations and served as the cultural liaison to US evaluation teams. Ms. Avison has a wealth of experience directing and managing fieldwork activities. She has managed and conducted telephone and in-person data collections, including cognitive interviews and focus groups. Her work has included issues such as how area agencies on aging work with providers to implement the goals of the Older Americans Act, international child labor issues, international human trafficking issues, and youth involved in the criminal system. Ms. Avison is an experienced user of NVivo and OneNote software for analyzing qualitative data.

Andrea Bogie, Data Manager: Ms. Bogie has served as data manager and primary research analyst for multiple process evaluation and risk assessment validation studies for child protective services and juvenile justice agencies, including a risk validation study completed for the California Department of Social Services. She has extensive experience in extraction and utilization of agency MIS data for conducting research, using SQL, MS Access, and multiple statistical software packages, as well as survey design and implementation. Since joining NCCD in 2005, Ms. Bogie has conducted child welfare risk assessment validation studies in several jurisdictions in the United States, assisted with developing an actuarial risk assessment for adult protective services agencies, led the effort to construct an actuarial delinquency prevention assessment for use in child welfare, and assisted with several juvenile justice risk assessment validations as part of a national research study funded by OJJDP. Ms. Bogie has conducted numerous SDM system implementation process evaluations for child protective services, adult protective services, and Temporary Assistance for Needy Families agencies. She has written dozens of data management reports for child welfare agencies in California, New Jersey, Virginia, and New Hampshire, and conducted workload studies for the Virginia Department of Juvenile Justice, the Maryland Department of Juvenile Services, the South Dakota Department of Corrections, and the Michigan Department of Health and Human Services. She is also the primary analyst for school monitoring reports for small high schools and charter schools in the City of Milwaukee. Prior to joining NCCD, she provided direct services as an AmeriCorps teacher and mental health case manager. Ms. Bogie has an MSW with a concentration in community organization, policy, and advocacy from Syracuse University and a BS in psychology and social welfare from the University of Wisconsin–Madison.

Sarah Covington, Data Analyst: Ms. Covington previously worked for the Wisconsin Department of Health Services' Division of Public Health Minority Health Program and the HIV/AIDS program, conducting analyses of state and national disease registries and data from the Behavioral Risk Factor Survey and Youth Risk Behavior Survey. Since joining NCCD in 2013, she has been involved in planning, training, and analyses for several workload studies, including studies for the Wisconsin Department of Corrections, the South Dakota Department of Corrections, the Michigan Department of Human Services, and the Saskatchewan Ministry of Social Services. She has also conducted and managed an evaluation of the Wisconsin Division of Juvenile Corrections contact standards for youth in community supervision. She has a master's degree in public health from the University of Wisconsin–Madison and a BS from Pitzer College.

Appendix A

Title IV-E California Well-Being Project Work Plan

This work plan is based on the period of September 29, 2015, to June 30, 2020.

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 1: Establish and initiate a meeting schedule with CDSS and county representatives to plan and monitor waiver progress.					
A. Convene monthly evaluation steering committee conference calls with CDSS and county representatives to discuss progress on and challenges of the evaluation.	<ul style="list-style-type: none"> Work with CDSS to schedule the meeting and develop the agenda. Facilitate meetings. 	CDSS evaluation meeting coordinator, principal investigator(s), evaluation project director, and Westat project director	September 29, 2015	September 30, 2019	Completion of a conference call each month
B. Convene quarterly meetings with CDSS and county representatives to discuss evaluation progress, issues, and any preliminary findings.	<ul style="list-style-type: none"> Work with CDSS to schedule the meeting and develop the agenda. Facilitate meetings. 	CDSS evaluation meeting coordinator, principal investigator(s), evaluation project director, and Westat project director	November 1, 2015	November 30, 2019	Completion of meeting after submission of each quarterly report
Measurable Outcome(s): Established meeting schedule with CDSS and county representatives.					
Goal 2: Complete the evaluation plan.					
A. Develop initial evaluation plan.	<ul style="list-style-type: none"> In consultation with CDSS and participating counties, complete the following tasks: (1) develop an evaluation logic model and finalize the target population and waiver service eligibility requirements; and (2) if needed, create initial human subjects protection plan. Identify selection criteria for sub-study participation. Draft evaluation plan. 	Principal investigator(s), evaluation project director, Westat project director, and task leads	November 1, 2015	January 5, 2016	Draft of evaluation plan
B. Secure approval of initial plan from CDSS and county representatives.	<ul style="list-style-type: none"> Submit draft to CDSS and county representatives to review and provide feedback. Respond to questions/comments and revise plan if necessary. 	Evaluation project director, principal investigator(s)	November 30, 2015	December 23, 2015	Revised draft of evaluation plan
C. Secure approval for initial plans from the Children's Bureau.	<ul style="list-style-type: none"> Submit final written plan to the Children's Bureau to review and provide feedback. Respond to the Children's Bureau questions/comments and revise plan if necessary. 	Evaluation project director, principal investigator(s)	January 5, 2016	January 20, 2016	Revised draft of evaluation plan
D. Finalize evaluation plan.	<ul style="list-style-type: none"> Schedule county-specific conference calls In consultation with CDSS and participating counties, complete the following tasks: (1) create plans for 	Principal investigator(s), evaluation project director,	January 21, 2016	February 26, 2016	Completion of county-specific

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
	<p>securing county approvals; (2) obtain purveyor materials/manuals; (3) finalize the selection of measures or develop new measures, data sources, and assessment targets; (4) design data collection and data delivery procedures; (5) determine data delivery schedules; (6) develop quality assurance protocols to monitor data collection; (7) develop client-informed consent procedures; (8) create a human subjects protection plan; (9) develop data security procedures; (10) identify county-level evaluation liaisons to monitor data transfers and ensure data are sent securely and efficiently; (11) create data specifications for all participating sites to resolve cross-site differences; and (12) establish a plan for integrating different evaluation component data sets (process, outcomes, and cost study) for analysis.</p> <ul style="list-style-type: none"> Identify county selection for sub-study participation. Draft final evaluation plan. 	Westat project director, task leads			meetings Revised draft of evaluation plan
E. Secure approval of final plans from CDSS and county representatives.	<ul style="list-style-type: none"> Submit draft to CDSS and county representatives to review and provide feedback. Respond to questions/comments and revise plan if necessary. 	Evaluation project director, principal investigator(s)	March 16, 2016	March 30, 2016	Approved revised draft of evaluation plan
F. Secure approval for plans from the Children's Bureau.	<ul style="list-style-type: none"> Submit final written plan to the Children's Bureau to review and provide feedback. Respond to the Children's Bureau's questions/comments and revise plan if necessary. 	Evaluation project director, principal investigator(s)	March 31, 2016	April 29, 2016	Final version of initial evaluation plan
Measurable Outcome(s): Develop final evaluation plan, with written approval for the plan by the Children's Bureau.					

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 3: Secure IRB and county department approvals for evaluation plan.					
A. Establish CPHS as the IRB of record for the demonstration project.	<ul style="list-style-type: none"> Complete and submit Institutional Authorization Agreement (IAA) paperwork to the Westat, NCCD, and CPHS IRBs to avoid duplicative review. 	Evaluation project director	January 10, 2016	March 31, 2016	Signed IAA
B. Obtain initial approval for the evaluation plan.	<ul style="list-style-type: none"> Develop IRB materials (e.g., consent forms, FAQs) and complete appropriate IRB forms for Phase I (child welfare data, web-based survey, leadership interview schedule, and focus group protocols). Submit IRB materials to CPHS IRB for April 1 meeting. Respond to IRB questions/comments and revise materials if necessary. 	Evaluation project director	January 10, 2016	March 4, 2016	IRB approval letter
C. Obtain second approval for the evaluation plan.	<ul style="list-style-type: none"> Develop IRB materials and complete appropriate IRB materials for Phase II (parent/guardian feedback survey and probation data). Submit IRB materials to CPHS IRB for June 3 meeting. 	Evaluation project director	March 5, 2016	May 6, 2016	IRB approval letter
D. Obtain county child welfare agency, probation department, and court approvals.	<ul style="list-style-type: none"> Complete appropriate county-specific materials for the child welfare agencies and courts including data-sharing agreements. Submit materials. Respond to questions/comments and revise materials if necessary. 	Evaluation project director	March 6, 2015	June 3, 2016	Agency and/or court approval letter and finalized data-sharing agreements
E. Obtain IRB amendment approvals as necessary and annual continuing review approval.	<ul style="list-style-type: none"> Complete appropriate IRB forms. Submit IRB materials to CPHS IRB. Respond to IRB questions/comments and revise materials if necessary. 	Principal investigator(s), evaluation project director, Westat project director	March 6, 2016	February 28, 2020	IRB approval letter
Measurable Outcome(s): Secured approval for evaluation plans as evidenced by approval letters from each county and the CPHS IRB.					
Goal 4: Attend the annual Title IV-E Waiver Demonstration Project meeting in Washington, DC.					
A. Participate in waiver meeting discussions and apply relevant information to the demonstration project.	<ul style="list-style-type: none"> Participate in Children's Bureau planning meetings as necessary. Participate in discussions during waiver meeting. Debrief with CDSS and county representatives about meeting presentations and discussions and explore their application to the demonstration project. 	Evaluation project director, principal investigator(s), Westat project director, task leads as appropriate	September 1, 2015	September 30, 2019	Completion of annual participation in the waiver meeting
Measurable Outcome(s): Discuss the application of at least one source of information retrieved from the meeting that is relevant to the demonstration project.					

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 5: Implement the process evaluation plan.					
A. Assess county demonstration project implementation status.	<ul style="list-style-type: none"> Work with each county to identify potential respondents, obtain respondent contact information, and modify the implementation driver survey as necessary for focus group completion. Conduct in-person focus groups with implementation teams and/or managers and directors facilitating implementation. 	Process evaluation lead, process evaluators	April 20, 2016	September 30, 2019	Number of focus groups completed annually
B. Implement demonstration program fidelity assessments.	<ul style="list-style-type: none"> Conduct information inventory to understand how agencies use data to inform practice. Compare results from interviews, focus groups, surveys and observations with implementation plans to assess the fidelity of implementation. 	Process evaluation lead, process evaluators	April 20, 2016	September 30, 2019	One fidelity assessment per county; interim report summarizing findings
C. Conduct site visits and collect existing program documents to capture process information.	<ul style="list-style-type: none"> Conduct in-person focus groups during annual site visits. Conduct web-based surveys of line staff and stakeholders on an annual basis. Conduct interviews with county agency leadership on an annual basis. Identify and interview key informants about the county's history, its changes, and current status regarding child welfare and juvenile justice. Conduct a focus group with demonstration project service providers. Examine policy and procedures for intervention implementation. 	Process evaluation lead, process evaluators	June 6, 2016	September 30, 2019	Number of focus groups and interviews for each county; interim report summarizing findings
D. Conduct parent/guardian feedback surveys	<ul style="list-style-type: none"> Conduct surveys of parents or guardians on an annual basis. Coordinate survey distribution with county agency leadership. 	Process evaluation lead, process evaluators	September 2016	September 30, 2019	Number of parent/guardian surveys for each county; interim report summarizing findings
Measurable Outcome(s): Assessment of the fidelity of implementation in each county and agency. Identification of challenges and strengths of implementation approaches used by counties.					

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 6: Implement the outcome evaluation plan.					
A. Implement ITS design study.	<ul style="list-style-type: none"> Initiate enrollment of cases into the study based on eligibility criteria. Retrieve a list of enrolled cases from the participating counties on the agreed-upon schedule. Receive administrative data from various sources on the agreed-upon schedule. Review data submissions monthly and perform data quality review process; retrieve missing data as necessary. Describe target population using administrative and assessment data. 	Outcome evaluation co-leads, statistician, senior advisor, outcome data processing lead, primary data collection lead, Westat project director	June 3, 2016	September 30, 2019	Number of enrolled family cases
B. Implement outcome sub-study in two counties.	<ul style="list-style-type: none"> Cognitive testing of parent survey interview procedures. Cognitive testing will consist of pretesting survey methodologies for reading comprehension of the survey instrument. Train evaluation staff to conduct the Audio Computer-Assisted Self-Interview with parents. Make modifications to the procedures as appropriate. Initiate enrollment into the sub-study using a rigorous design. Retrieve a list of enrolled cases from the participating county(ies) on the agreed-upon schedule. Launch interview data collection with parents from treatment and comparison families. Create a primary data collection management system that will: <ul style="list-style-type: none"> » Maintain a person-level evaluation ID to link primary data to administrative data; and » Track when surveys should be conducted and submitted to evaluation team and data is past due. Receive data and monitor primary data collection. Review data submissions monthly and perform data quality review process and retrieve missing data as necessary. 	Outcome evaluation co-leads, statistician, outcome data processing lead, primary data collection lead, Westat project director	April 20, 2016	September 30, 2019	Number of parent interviews completed
Measurable Outcome(s): Enrollment of a sufficient number of cases to provide adequate statistical power to examine differences in outcomes over time. Completion of a sufficient number of parent interviews to provide adequate statistical power in detecting differences in outcomes of interest across the waiver and comparison group parents.					

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 7: Implement the cost analysis plan.					
A. Obtain cost information.	<ul style="list-style-type: none"> Obtain financial records about services prior to and during the start of the demonstration project. Obtain information on key federal, state, and local funding sources. Assess the feasibility of a cost-effectiveness analysis. 	Senior advisor, cost study lead, Westat project director	April 20, 2016	September 30, 2019	Number of financial records collected
B. Implement the cost sub-study.	<ul style="list-style-type: none"> Complete cognitive testing of web-based service logs. Make modifications to the service logs as appropriate. Launch the data collection using the web-based service logs. 	Senior advisor, cost study lead, Westat project director	April 20, 2016	September 30, 2019	Completion of cognitive testing Number of cost study logs completed
C. Provide cost neutrality support.	<ul style="list-style-type: none"> Receive cost neutrality reports from CDSS. Examine reports and communicate with CDSS as needed. 	Senior advisor, cost study lead, Westat project director	April 20, 2016	September 30, 2019	Number of cost neutrality reports reviewed
Measurable Outcome(s): Obtain cost information on the agreed-upon schedule in order to support the cost analysis.					
Goal 8: Produce and submit required summary reports in the agreed-upon format.					
A. Produce quarterly progress reports that summarize progress in carrying out each component of the evaluation, consistent with the work plan and associated timeline.	<ul style="list-style-type: none"> Produce quarterly report summarizing work on evaluation to date. Submit report to CDSS for review. If necessary, make edits to the report and submit revised report to CDSS. 	Evaluation project director, task leads, statistician, Westat project director	November 1, 2015	September 30, 2019	Number of quarterly reports submitted
B. Produce and submit semi-annual reports that meet the requirements set forth in the Demonstration Project Terms and Conditions.	<ul style="list-style-type: none"> Determine a schedule with CDSS for submission of reports that will allow ample time for CDSS review and evaluation team revisions prior to final submission to the Children's Bureau. Prepare all data for analysis. Analyze the data. Write draft report. First semi-annual report to focus on process evaluation findings; second semi-annual report to focus on outcome evaluation descriptive findings. Submit draft report to CDSS for review. 	Evaluation project director, task leads, statistician, Westat project director	November 1, 2015	September 30, 2019	Number of semi-annual reports submitted

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
	<ul style="list-style-type: none"> • If necessary, make edits to the report and submit revised report to CDSS. • Participate in follow-up calls with the Children’s Bureau about the report. • Prepare responses to the Children’s Bureau’s questions about the report if necessary. 				
C. Produce and submit an interim report that meets the requirements set forth in the Demonstration Project Terms and Conditions.	<ul style="list-style-type: none"> • Draft interim report analysis plans. • Submit and receive feedback on analysis plans from CDSS and participating counties. • Prepare all data for analysis. • Analyze the data. • Write draft report. • Submit draft report to the Children’s Bureau for review no later than 60 days after the conclusion of the 10th quarter of the demonstration project. • If necessary, make edits to the report and submit revised report to CDSS. • Participate in follow-up calls with the Children’s Bureau about the report. • Prepare responses to the Children’s Bureau’s questions about the report if necessary. 	Evaluation project director, task leads, statistician, Westat project director	November 1, 2016	March 31, 2017 (60 days after the conclusion of the 10th quarter)	Submission of interim report
D. Produce and submit a final report that meets the requirements set forth in the Demonstration Project Terms and Conditions.	<ul style="list-style-type: none"> • Draft final report analysis plans. • Submit and receive feedback on analysis plans from CDSS and participating counties. • Prepare all data for analysis. • Analyze the data. • Write draft report. • Submit draft report to CDSS for review no later than four months after the conclusion of the 20th quarter of the demonstration. • If necessary, make edits to the report and submit revised report to CDSS. • Participate in follow-up calls with the Children’s Bureau about the report. • Prepare responses to the Children’s Bureau’s questions about the report if necessary. 	Evaluation project director, task leads, statistician, Westat project director	January 1, 2020	March 30, 2020	Submission of final report
Measurable Outcome(s): Submission of each required report on the agreed-upon schedule.					

Major Objectives	Key Tasks/Action Steps	Lead Person(s)	Timeline		Outputs
			Start	End	
Goal 9: Facilitate post-demonstration project use of evaluation data.					
A. Produce and make available public-use data tapes and documentation.	<ul style="list-style-type: none"> Design procedures for transforming the data into usable files with a variety of statistical software packages. Merge all raw data files and files of any constructed variables. Perform statistical disclosure control procedures on the data to ensure that participant identity is kept confidential. Draft supporting documentation. Submit files and documentation. 	Evaluation project director, senior advisor, statistician, Westat project director	March 1, 2020	June 30, 2020	Submission of the public-use data tapes and documentation to CDSS
Measurable Outcome(s): Public release of the evaluation data tapes and documentation.					
Goal 10: Participate in dissemination activities as requested by CDSS.					
A. Conduct presentations and consultations to project leadership, the California legislature, and county and community representatives about the evaluation, including written or oral presentations of the final report.	<ul style="list-style-type: none"> Upon request for participation from CDSS, discuss the dissemination activity, target audience, and schedule for the activity. Prepare materials as necessary. Conduct presentations or consultations. 	Principal investigator(s), evaluation project director, and Westat project director	September 29, 2015	June 30, 2020	Completion of dissemination activities
Measurable Outcome(s): Completion of one dissemination activity in years 1 through 3 and two dissemination activities in years 4 and 5 of the grant period.					

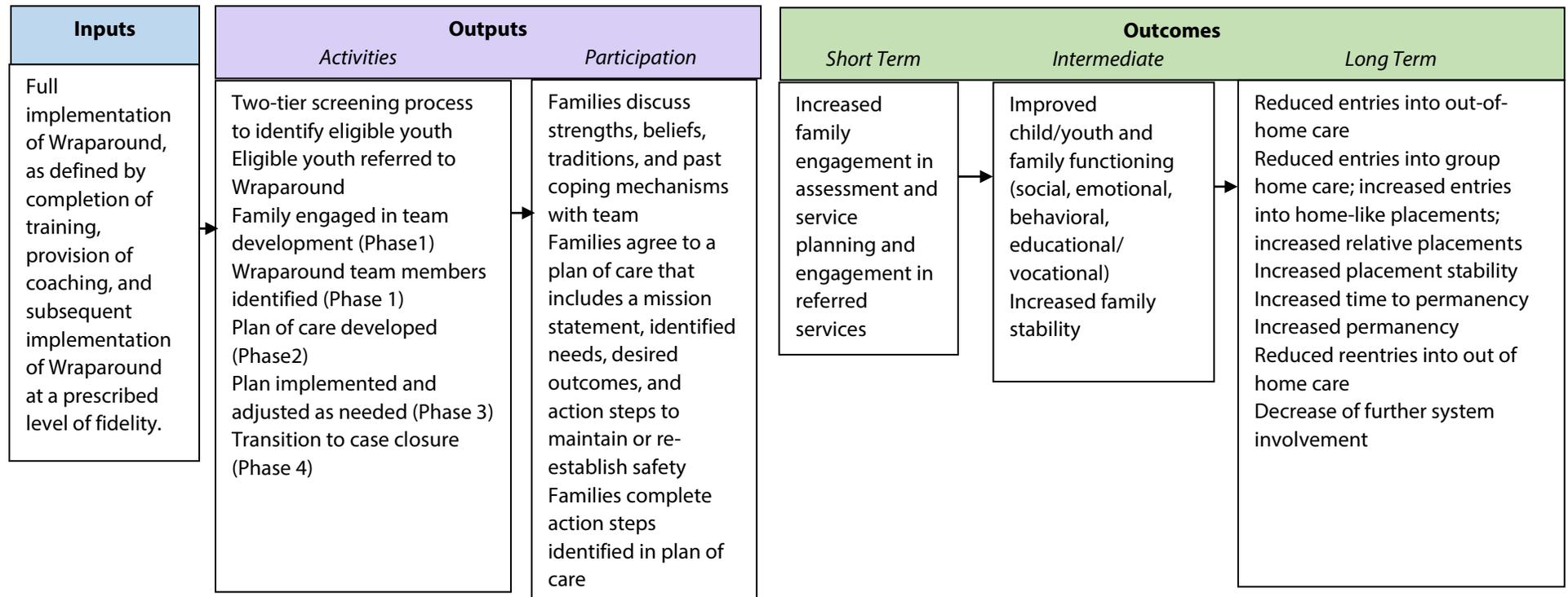
Appendix B

Intervention-Specific Logic Models and Outcome Chains

Wraparound Logic Model (Created by the Evaluation Team)

Need: Children, youth, and families need (1) family-centered interventions that focus on family engagement and strengths, (2) critical thinking skills to analyze information that enhances and promotes safety, and (3) services that address their immediate safety needs and help them recognize their own strengths and support networks. They also need individualized, trauma-informed, and culturally aware interventions to engage them as they evaluate their own strengths and needs.

Theory of Change: If counties are able to use flexible federal Title IV-E funds to provide alternative services that increase family engagement and result in individualized, behavioral case plan goals, then children, youth, and families will be more likely to benefit from direct services and remain safely in their homes. The demonstration project's funding flexibility will allow local child welfare agencies and probation departments to create a more responsive array of services and supports for families, target subpopulations, and expand current efforts that align with other state-level initiatives.



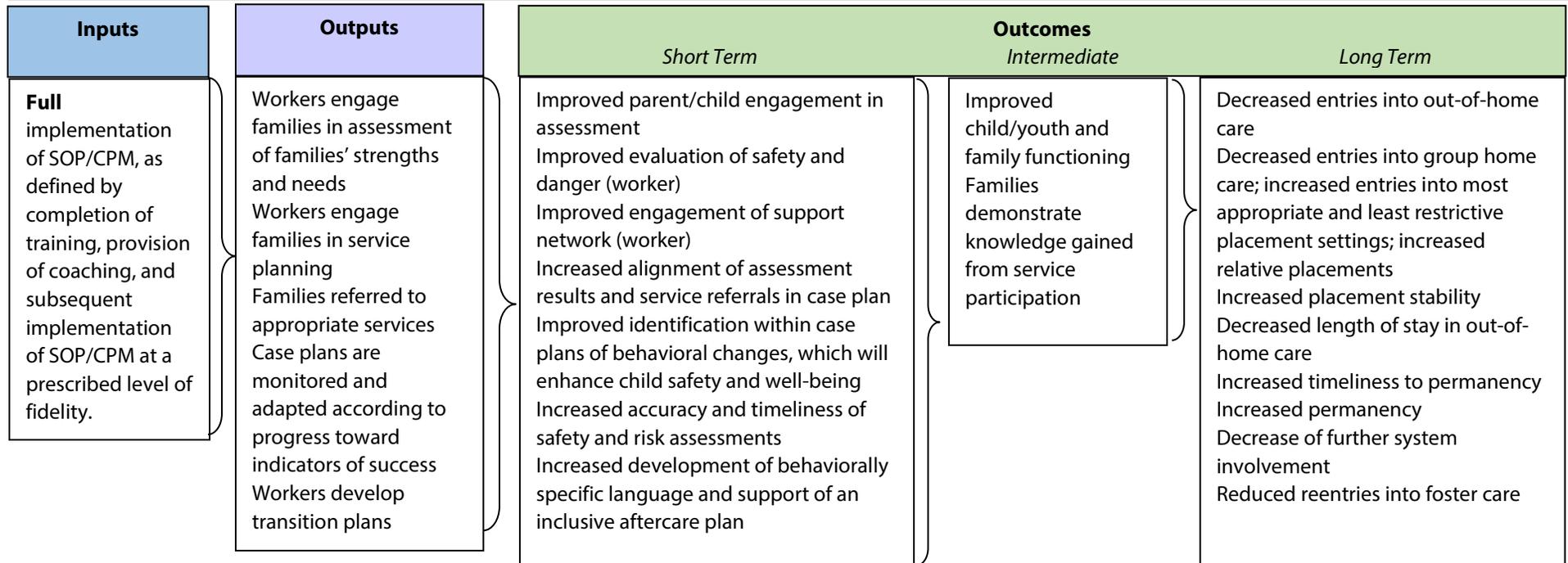
Assumptions: Counties will be able to achieve full implementation of SOP/CPM and Wraparound as family-centered and strengths-based approaches to engaging and partnering with children, youth, and families in making decisions, setting goals, and achieving the desired outcomes of safety, permanency, and well-being. County context, staff competencies, leadership, and organizational capacity will enable the achievement of full implementation.



SOP/CPM Logic Model (Created by the Evaluation Team)

Need: Children, youth, and families need (1) family-centered interventions that focus on family engagement and strengths, (2) critical thinking skills to analyze information that enhances and promotes safety, and (3) services that address their immediate safety needs and help them recognize their own strengths and support networks. They also need individualized, trauma-informed, and culturally aware interventions to engage them as they evaluate their own strengths and needs.

Theory of Change: If counties are able to use flexible federal Title IV-E funds to provide alternative services that increase family engagement and result in individualized, behavioral case plan goals, then children, youth, and families will be more likely to benefit from direct services and remain safely in their homes. The demonstration project's funding flexibility will allow local child welfare agencies and probation departments to create a more responsive array of services and supports for families, target subpopulations, and expand current efforts that align with other state-level initiatives.



Assumptions: Counties will be able to achieve full implementation of SOP/CPM and Wraparound as family-centered and strengths-based approaches to engaging and partnering with children, youth, and families in making decisions, setting goals, and achieving the desired outcomes of safety, permanency, and well-being. County context, staff competencies, leadership, and organizational capacity will enable the achievement of full implementation.

California Well-Being Project Outcome Chain¹⁷

CWDs and CPDs are provided the opportunity to use title IV-E funds flexibly to implement SOP/CPM and Wraparound

AND

Workers can implement a systematic practice model that is strengths-based and family focused

AND

Funds can be used for prevention services rather than placement

SO THAT

Workers can engage children/parents in a process to develop their own system of support and be less reliant on formal services

SO THAT

Parents increase their knowledge of natural and community supports

SO THAT

Parents participate in services that are individualized, trauma informed and culturally appropriate

SO THAT

Parents increase their level of functioning and parenting skills

SO THAT

Children who can be kept safely in the home remain in the home and are kept from entering care

AND

Children who are in care have a decreased length of stay in out-of-home care

AND

Decreased re-entry into out-of-home care

AND

Decreased recidivism and further penetration into system

SO THAT

There is improved child and family well-being

¹⁷ Outcome chains were created by CDSS and participating counties. California Department of Social Services. (2015). *Initial design and implementation report and subsequent quarterly progress reports* (pp. 9–12). San Diego, CA: Author.

SOP/CPM Outcome Chain

The Project will implement SOP/CPM as it fosters engagement, critical thinking and safety and is family centered, strengths based and behavior focused

SO THAT

Families are engaged and team with Social Workers in identifying strengths

SO THAT

Families and Social Workers become partners throughout planning

AND

Families develop and/or improve upon critical thinking skills

AND

Social Workers develop behaviorally based case plans that include family's input

SO THAT

Families' needs are identified and they are referred to relevant services

AND

Families are engaged in services

SO THAT

Families are better equipped to improve functioning

SO THAT

Families are better equipped to safely care for children

AND

Families' functioning is improved

SO THAT

Family stability is increased

AND

Children who can be kept safely in the home remain in the home and are kept from entering care

AND

Children who are in care have a decreased length of stay in out-of-home care

SO THAT

Children and families will have less reliance on the foster care system and children and families achieve better outcomes.

SO THAT

Entries and re-entries into foster care are reduced, entries into group home care decrease, relative placements increase, placement stability increases, permanency and timeliness increases.

Wraparound Outcome Chain

A referral/petition is received by the PD
AND
The two-tier screening process begins
SO THAT
Eligible youth are identified and referred to Wraparound
SO THAT
Additional information can be gathered by Wraparound service providers
AND
Youth and families identify team members and community connections
SO THAT
A service plan is developed
SO THAT
Families are engaged in the four phases of Wraparound with fidelity
AND
Families are referred to additional services as needed
AND
Families are engaged in services
SO THAT
Families' needs are met
SO THAT
Family Functioning Improves
AND
Families experience improved social, emotional, behavioral functioning
SO THAT
Family stability is increased
AND
Families are better able to safely care for their children at home
SO THAT
Entries into foster care are reduced, entries into group home care decrease, relative placements increase, placement stability increases, permanency and timeliness increase, re-entries into foster care are reduced and recidivism is decreased.

Appendix C

Information Inventory

Draft Child Welfare System Information Inventory

The California Department of Social Services (CDSS) has contracted with the National Council on Crime and Delinquency (NCCD) and its partner Westat to evaluate the state's Title IV-E Waiver Demonstration Project, the California Well-Being Project. The main purpose is to test whether changes in the basis of payment and in service system responsibilities improve the way counties' public child welfare and juvenile justice systems serve children and families.

The evaluation consists of three types of studies in each of the nine counties: a process evaluation to identify what the counties planned and how well it was implemented, an outcome study to examine the impact of flexible funding on children and families, and a cost study to determine cost savings and expenditure changes attributable to the program.

In order to acquire data for the evaluation, we will be relying primarily on electronic administrative data available to us through county and state systems. We must understand what electronic data are readily available and accurate.

This inventory will help us collect information and recommendations on the following topics:

- What electronic data systems does your county maintain, and how can they be used?
- How do data flow through your system in relation to how children and families enter and use county services?
- What data do the county rely on for an accurate and complete picture of service to clients in order to make program, policy, and fiscal decisions?

Your answers and recommendations will help us choose the best, most accurate, and most accessible data sources. Thank you in advance for your help.

We would like more information about the system or systems that you use to store data on children or youth and families receiving child welfare services in your county. This includes child welfare data stored in CWS/CMS, as well as in any local data systems that you may use in addition to CWS/CMS, and fiscal and accounting data related to child welfare programs and services.

1. How does your agency use CWS/CMS? For example, do you use it solely for compliance with state requirements, or do you use it for other things such as monitoring cases, payment, caseload assignment, and caseload management? List all that apply.
2. Do you record information on fiscal, accounting, and payment data systems? Are these systems considered separate systems or one system?
 - a. Please describe each system used, and for each system, indicate whether you share local data with the state. If no, skip to question 27.
 - b. Is fiscal information used to track individual children, or is there a different unit of measurement (e.g., households)?

- c. If you use multiple systems to collect fiscal and accounting information, are the systems linked? If so, by what variables? For example, do all systems have the same unique identifier for each person, or do all systems have date of birth and social security number?
 - d. At what point in the case do you begin recording fiscal and accounting information in each system?
3. We would like to know more about your county's foster care and contracted services billing and payments.
- a. Who is the best person in your county office to answer these questions? May we talk with him/her?
 - b. How do you pay your foster care bills? Is there an automated or manual system? Is there a name for this system?
 - c. How do you pay for contracted services? Is there an automated or manual system? Is there a name for this system?
 - d. How is payment verification for an individual child's placement done in your county?
 - e. How do you track contracted services? For example, do you use client-specific, case-specific, or contract-specific methods; other methods (e.g., administrative contracts, lump-sum contracts); or a combination of methods?
 - f. Do you track categories within services (for example, direct services, concrete assistance, mileage, indirects)? If so, what categories?
 - g. Do you have a reconciliation process for billing and payment for these services?

The next several questions relate to your child welfare data and data systems. When we say child welfare, we are referring to the entire child welfare process, from intake to ongoing in-home and foster care cases.

4. Do you collect and store child welfare data in other systems beyond what is entered into the standard, state-required CWS/CMS fields? In other words, do you have any local systems that supplement CWS/CMS? Have you added any elements or fields to CWS/CMS that are unique to your county? For example, some counties add a special project code to CWS/CMS in order to capture information about children and families that is of particular interest to them. If yes, answer items 4b through 4g for each system.
- a. Please describe each local system or added CWS/CMS element.
 - b. Does this local data system include fiscal systems used to track individual children?
 - c. For each local system or element, do you share data from that system with the state?
 - d. Do all systems track individuals' date of birth and social security number?

- e. At what point during a child welfare event do you begin entering data into each system? At what service point does your county use CWS/CMS to begin tracking a case and services provided?
- f. Do local county data on clients and services collected outside of CWS/CMS get loaded into CWS/CMS? If yes, how are they loaded? How often? Where are they located in CWS/CMS?
- g. In defining data or information in your county, are there differences in definitions between county-specific data and the definitions used in CWS/CMS (statewide)? Describe the differences. Can you offer some examples? Provide your preferences for defining data (local or statewide definition) and why. Please answer for any county data system added to CWS/CMS.

The next set of questions pertain to all child welfare systems, including CWS/CMS and any local systems noted in the previous section.

Please tell us about the information contained in your computer-automated system(s).

- 5. What data are recorded about child abuse and neglect reports (intake) and investigations?
- 6. What assessments are captured electronically? Is the process automated or manual? What is the name of the system where the assessment data are entered/stored?
- 7. What data are recorded about services provided to the family and children?
 - a. Do you record and keep data on contract-provided services?
 - b. Can you tell by looking in the data system whether a service that was planned was actually provided?
 - c. Are service data recorded in separate data fields, or are they contained in case notes and narrative?
- 8. What data are recorded about out-of-home and foster care placements of children?
 - a. Is a history of all placements of the child kept, including placements back in the child's own home and relative placements?
 - b. How do you track child placements? Example: what data variable signifies a new placement, versus a licensing status change for the home or a new type of living arrangement?
 - c. What dates are recorded for each unique placement, i.e., from one placement home to another?
 - d. Are adoptive home placements recorded in the same electronic files as out-of-home (foster care) placements? If the answer is no, how do you protect the child's confidentiality in situations such as adoption?

- e. Are court-related activities, such as the legal status, court hearings, and court dispositions of the child, recorded and kept historically?
- f. Are relative placements captured in the system? If yes, how? Does this include circumstances in which the state has custody and circumstances in which a relative has custody? How does your system distinguish between these two events?
- g. Are relative placements licensed and/or paid, and is this noted in data?

Tell us more about how your child welfare data are entered, stored, and organized in each system.

9. How do your data get into data records, files, or systems? For example, who collects the information? Who enters the records into the system(s)?
10. Where are your data stored? For example, in a central location or a local office?
11. How often are data updated (monthly, weekly, daily, etc.)?
12. What kind of time lags or ranges of time lags exist before the data are considered complete? Which elements have the largest lag? For example, is there a lag between the time an investigation closes and when a disposition is recorded in the system? Or is there a lag between a placement home change and recording that change in the system?
13. Please explain how your data system(s) are organized (i.e., your case/client assignment).
 - a. What type of identifier(s) do you use to track cases and/or clients?
 - b. What constitutes a case in your system?
 - c. Who is the client in your system(s)—the caregiver and/or the child/youth?
14. If you use multiple systems to collect child welfare data, including CWS/CMS, are the data linked? If so, by what variables? For example, do all systems have the same unique identifier for each person or case?
15. Are there circumstances in which a client, case, or record would receive a new ID and/or have multiple case or client IDs? Please answer this question for every system noted previously.
 - a. Under what circumstances would a case, client, or record be assigned a new ID? For example, if a case closes and then reopens, does the child receive a new client or case ID?
 - b. Under what circumstances would a client have information stored under multiple case and/or client and/or record IDs?
 - c. If the ID changes, does the history of the former ID remain in the system? Do records entered under the former ID remain associated with the former ID?
 - d. Are the former and new IDs linked in any way? For example, is there an ID merge table that shows the relationship of client identifiers over time?

- e. If a child goes into the state’s custody, does that child receive a new case number and/or new client number?
16. Can you tell us which data items on your systems store an event history record on the file with an associated date of event? In other words, does the system keep the old record of the data item each time it is updated?
- If a history of the data item is kept, for how long is it kept and how many records are kept?
Example: Five different client addresses are kept for five years for the same client.
17. Are there circumstances in which duplicate records appear in your system(s)? How does each system identify and handle duplicate records?
18. Are records purged from any of your child welfare data systems? If yes, under what circumstances or for what reasons are records purged? For example, are duplicate records or unfounded investigations purged? How often do the purges occur?

In order to conduct the Title IV-E evaluations, we will need to collect some data from your system(s). The next several questions relate to exporting, transferring, and understanding your system’s data.

19. Which data and/or data systems are easily retrievable through an automated format, and which data are not?
20. In what medium and format can you provide the data to us?
- Mediums may include 1. Encrypted email 2. CD 3. Secure FTP
Formats may include: 1. SPSS 2. SAS 3. ASCII 4. Excel or Access files 5. Other form: _____
21. Please provide documentation of all computer-automated or manual systems that we discussed. For example, entity relationship diagrams that show the relationships of data within and across systems, data dictionaries with data variable lists definitions, edit definitions, processing sequences, description of updating data, timeliness of updates and information, etc.

Document Requested	Date Provided
ERD	
Data dictionary	
Edit definitions	
Process sequences	
Description of updating data	
Timeliness of update of information	

22. Please provide copies of any forms and form instructions and/or entry screens and entry screen instructions that are used for your system or systems.

Type of Form Requested	Date Provided
Risk assessment	
Needs assessment	
Trauma screening assessment	
Safety assessment	
CANS	

Federal and state mandates require that counties monitor and report some measures. Additionally, your county may have other measures that you monitor on a regular basis. The following questions ask about some measures or monitoring systems you may use.

23. What, if any, racial disparity measures does your agency regularly monitor? Please describe the measures, the frequency, and the mechanism of monitoring.
24. What, if any, child well-being measures does your agency regularly monitor? Please describe the measures, the frequency, and the mechanism of monitoring.
25. Does your agency have a Continuous Quality Improvement (CQI) or Quality Assurance (QA) system?
- a. What unit manages the system?
 - b. Who is the best contact to answer questions about that system? Please provide that person's name and phone number/email address.
26. Do you produce reports on any of these measures that you can share with us?

Summary questions:

27. Is there any other information we need to know that will help us understand what data are readily available, or that will help in the evaluation of the California Well-Being Project?
28. If you were conducting this evaluation, which data system(s), automated or manual, would you use for the most complete and accurate data: CWS/CMS or your county systems? Or, if CWS/CMS is your county's sole source of evaluation and outcome analyses, which event data in CWS/CMS would you trust?

Thank you for your assistance with this project. With your permission, we may contact you again to clarify some points from this interview. The results of all the interviews will be summarized so we can look for consistency across counties. From these interviews, we plan to identify gaps in the CWS/CMS system and find alternative county systems to fill the gaps. We will share a summary of the results of our examination with you as soon as possible. Thank you again for your participation.

Draft Juvenile Justice System Information Inventory

The California Department of Social Services (CDSS) has contracted with the National Council on Crime and Delinquency (NCCD) and its partner Westat to evaluate the state's Title IV-E Waiver Demonstration Project, the California Well-Being Project. The main purpose is to test whether changes in the basis of payment and in service system responsibilities improve the way counties' public child welfare and juvenile justice systems serve children and families.

The evaluation consists of three types of studies in each of nine counties: a process evaluation to identify what the counties planned and how well it was implemented, an outcome study to examine the impact of flexible funding on children and families, and a cost study to determine cost savings and expenditure changes attributable to the program.

In order to acquire data for the evaluation, we will be relying primarily on electronic administrative data available to us through county and state systems. We must understand what electronic data are readily available and accurate.

This inventory will help us collect information and recommendations on the following topics:

- What electronic data systems does your county maintain, and how can they be used?
- How do data flow through your system in relation to how youth and families enter and use county services?
- What data do the county rely on for an accurate and complete picture of service to clients in order to make program, policy, and fiscal decisions?

Your recommendations will help us choose the best, most accurate, and most accessible data sources. Thank you in advance for your help.

We would like more information about the system or systems that you use to store data on youth and families receiving juvenile justice services in your county. This includes information stored in the Offender-Based Information and Tracking System, as well as in any local data systems that you may use in addition to that system, and fiscal and accounting data related to juvenile justice programs and services.

1. How does your agency use the Offender-Based Information and Tracking System? For example, do you use it solely for compliance with state requirements, or do you use it for other things such as monitoring cases, payment, caseload assignment, and caseload management? List all that apply.
2. Do you record information on fiscal, accounting, and payment data systems? Are these systems considered separate systems or one system?
 - a. Please describe each system used, and for each system, indicate whether you share local data with the state. If no, skip to question 27.
 - b. Is fiscal information used to track individual youth, or is there a different unit of measurement (e.g., households)?

- c. If you use multiple systems to collect fiscal and accounting information, are the systems linked? If so, by what variables? For example, do all systems have the same unique identifier for each person, or do all systems have date of birth and social security number?
 - d. At what point in the case do you begin recording fiscal and accounting information in each system?
3. We would like to know more about your county's youth placement and contracted services billing and payments.
- a. Who is the best person in your county office to answer these questions? May we talk with him/her?
 - b. How do you pay your placement bills? Is there an automated or manual system? Is there a name for this system?
 - c. How do you pay for contracted services? Is there an automated or manual system? Is there a name for this system?
 - d. How is payment verification for an individual youth's placement done in your county?
 - e. How do you track contracted services? For example, do you use client-specific, case-specific, or contract-specific methods; other methods (e.g., administrative contracts, lump-sum contracts); or a combination of methods?
 - f. Do you track categories within services (for example, direct services, concrete assistance, mileage, indirects)? If so, what categories?
 - g. Do you have a reconciliation process for billing and payment for these services?

The next several questions relate to your juvenile justice data and data systems.

4. Do you collect and store juvenile justice data in other systems beyond what is entered into the Offender-Based Information and Tracking System? In other words, do you have any local systems that supplement the Offender-Based Information and Tracking System? Have you added any local county events to the Offender-Based Information and Tracking System? For each system, indicate whether you share local data with the state. Does this include fiscal systems used to track individual youth? If yes, continue and answer items 4b through 4g for each system. If no, skip to question 27).
- a. Please describe each local system and/or element added to the Offender-Based Information and Tracking System.
 - b. Does this local data system include fiscal systems used to track individual youth?
 - c. For each local system or added element, do you share data from that system with the state?
 - d. Do all systems track individuals' date of birth and social security number?

- e. At what point is a case opened in the system? At what service point does your county begin tracking a case and services provided in the Offender-Based Information and Tracking System?
- f. Do local county data on clients and services get loaded into the Offender-Based Information and Tracking System? If so, how are they loaded? How often? Where are the data located in the Offender-Based Information and Tracking System?
- g. In defining data or information in your county, are there differences in definitions between county-specific data and the definitions used in the Offender-Based Information and Tracking System (statewide)? Describe the differences. Can you offer some examples? Provide your preferences for defining data (local or statewide definition) and why. Please answer for any county data system added to the Offender-Based Information and Tracking System.

The next set of questions pertain to all juvenile justice data systems, including the Offender-Based Information and Tracking System and any local systems noted in the previous section.

Please tell us about the information contained in your computer-automated system(s).

- 5. What data are recorded about child or youth referrals for delinquent acts?
- 6. What assessments are captured electronically? Is the process automated or manual? What is the name of the system where the assessment data are entered/stored?
- 7. What data are recorded about services provided to the youth and family, including probation?
 - a. Do you record and keep data on contract-provided services?
 - b. Can you tell by looking in the data system whether a service that was planned was actually provided?
 - c. Are service data recorded in separate data fields, or are they contained primarily in case notes and narrative?
- 8. What data are recorded about out-of-home and foster care placements of youth and children?
 - a. Is a history of all placements of the youth kept, including placements back in the youth's own home and relative placements?
 - b. How do you track youth placements, including incarceration data? Example: what data variable signifies a new placement, versus a status change for the youth or his/her placement or a new type of living arrangement?
 - c. What dates are recorded for each unique placement, i.e., from one home or facility to another?
 - d. Are court-related activities, such as the legal status, court hearings, and court dispositions and facility placements/arrests of the youth, recorded and kept historically?

- e. Are relative placements captured in the system? If yes, how? Does this include circumstances in which the state has custody and circumstances in which a relative has custody? How does your system distinguish between these two events?
- f. Are relative placements licensed and/or paid, and is this noted in data?

Tell us more about how your juvenile justice data are entered, stored, and organized in each system.

9. How do your data get into data records, files, or systems? For example, who collects the information? Who enters the records into the system(s)?
10. Where are your data stored? For example, in a central location or a local office?
11. How often are data updated (monthly, weekly, daily, etc.)?
12. What kind of time lags or ranges of time lags exist before the data are considered complete? Which elements have the largest lag? For example, is there a lag between the time a case is closed and when the disposition is recorded in the system? Or is there a lag between a placement change and recording that change in the system?
13. Please explain how your data system(s) are organized (i.e., your case/client assignment).
 - a. What type of identifier(s) do you use to track cases and/or clients?
 - b. What constitutes a case in your system?
 - c. Is the youth the client in your systems?
14. If you use multiple systems to collect juvenile justice data, including the Offender-Based Information and Tracking System, are the data linked? If so, by what variables? For example, do all systems have the same unique identifier for each person or case?
15. Are there circumstances in which a client, case, or record would receive a new ID and/or have multiple case or client IDs? Please answer this question for every system noted previously.
 - a. Under what circumstances would a case, client, or record be assigned a new ID? For example, if a case closes and then reopens, does the youth or family receive a new case ID?
 - b. Under what circumstances would a client have information stored under multiple identifiers?
 - c. If the ID changes, does the history of the former ID remain in the system? Do records entered under the former ID remain associated with the former ID?
 - d. When one client has multiple identifiers in the system, are the identifiers and records for the same youth linked in any way?
 - e. If a youth goes into the state's custody, does that youth get a new case number or new client number?

16. Can you tell us which data items on your systems store an event history record on the file with an associated date of event? In other words, does the system keep the old record of the data item each time it is updated?

If a history of the data item is kept, for how long is it kept, and how many records are kept?
 Example: Five different client addresses are kept for five years for the same client.

17. Are there circumstances in which duplicate records appear in your system(s)? How does each system identify and handle duplicate records?

18. Are records purged or expunged from any of your systems? If yes, under what circumstances or for what reasons are records purged? How often do the purges occur?

In order to conduct the Title IV-E evaluations, we will need to collect some data from your system(s). The next several questions relate to exporting, transferring, and understanding your system's data.

19. Which data and/or data systems are easily retrievable through an automated format, and which data are not?

20. In what medium and format can you provide the data to us?

Mediums may include: 1. Encrypted email 2. CD 3. Secure file transfer protocol (SFTP)

Formats may include: 1. SPSS 2. SAS 3. ASCII 4. Excel or Access files
 5. Other form: _____

21. Please provide documentation of all computer-automated or manual systems that we discussed. For example, entity relationship diagrams that show the relationships of data within and across systems, data dictionaries with data variable lists definitions, edit definitions, processing sequences, description of updating data, timeliness of update and information, etc.

Document Requested	Date Provided
ERD	
Data dictionary	
Edit definitions	
Process sequences	
Description of updating data	
Timeliness of update of information	

22. Please provide copies of any forms and form instructions and/or entry screens and entry screen instructions that are used for your system or systems.

Type of Form Requested	Date Provided
Risk assessment	
Needs assessment	
Trauma screening assessment	
Safety assessment	
CANS	

Federal and state mandates require that counties monitor and report some measures. Additionally, your county may have other measures that you monitor on a regular basis. The following questions ask about some measures or monitoring systems you may use.

23. What, if any, racial disparity measures does your agency regularly monitor? Please describe the measures, the frequency, and the mechanism of monitoring.
24. What, if any, youth well-being measures does your agency regularly monitor? Please describe the measures, the frequency, and the mechanism of monitoring.
25. Does your agency have a Continuous Quality Improvement (CQI) or Quality Assurance (QA) system?
- a. What unit manages the system?
 - b. Who is the best contact to answer questions about that system? Please provide that person's name and phone number/email address.
26. Do you produce reports on any of these measures that you can share with us?

Summary questions:

27. Is there any other information we need to know that will help us understand what data are readily available, or that will help in the evaluation of the California Well-Being Project?
28. If you were conducting this evaluation, which data system(s), automated or manual, would you use for the most complete and accurate data: the Offender-Based Information and Tracking System or your county systems? Or, if the Offender-Based Information and Tracking System is your county's sole source of evaluation and outcome analyses, which event data in the Offender-Based Information and Tracking System would you trust?

Thank you for your assistance with this project. With your permission, we may contact you again to clarify some points from this interview. The results of all the interviews will be summarized so we can look for consistency across counties. From these interviews, we plan to identify gaps in the Offender-Based Information and Tracking System and find alternative county systems to fill the gaps. We will share a summary of the results of our examination with you as soon as possible. Thank you again for your participation.

Appendix D

Complete Resumes

ISAMI ARIFUKU, PHD

Summary: Isami Arifuku is a senior researcher with NCCD. Her research interests focus on racial disparities in the justice and educational systems, community studies, and evaluations of effective interventions that decrease criminal involvement. She recently completed a study of racial disparities and the effects of pretrial services programs in mitigating racial disparities in the criminal justice system. Dr. Arifuku led the evaluation of the Juvenile Detention Alternatives Initiative funded by OJJDP and was the director of the administrative core for the Center on Culture, Immigration, and Youth Violence Prevention, an Academic Center of Excellence (ACE). This partnership between NCCD and the University of California, Berkeley, was funded by the Centers for Disease Control and Prevention, the second of two grants received as an ACE, the former with the University of Hawaii. Her previous experience includes a five-year research project on race, crime, and social policy funded by the National Institute of Justice; and administrative analysis and research for the Chancellor's Office at UC Berkeley.

Education: Doctor of Criminology, 1976, & Master of Criminology, 1971, University of California, Berkeley; Masters Program, Athens University, 1965; BA in Psychology, University of California, Berkeley, 1964

Relevant Project Experience, National Council on Crime and Delinquency (1974 – Present)

Currently the local researcher for Contra Costa County's (CCC) grant from the Office on Violence Against Women to prevent homicides in domestic violence cases. It is Phase II of a demonstration initiative that uses an evidence-based assessment tool (the Lethality Assessment Program [LAP]) to identify victims at high risk of domestic violence homicide and encourages community-based services to reduce the likelihood of homicide. CCC joins three other jurisdictions out of the original 12 who began Phase I to implement the intervention. The County will implement the LAP and the National Institute of Justice (NIJ) will conduct process and outcome evaluations with assistance from the local researcher.

- Recently completed a study of racial disparities for the Public Welfare Foundation and the effect of pretrial services programs on defendants who either received or did not receive services. The study used the State Court Processing Statistics and Colorado Pretrial Assessment Tool databases to conduct regression analyses and difference of means analysis, and interviewed practitioners about the reasons why pretrial services decreased racial disparities at sentencing among defendants who received disparate pretrial decisions.
- Managed multiple evaluation studies, some involving experimental designs with random assignment of subjects, including outcome and process evaluations of a gender-specific program, RYSE (Reaffirming Young Sisters' Excellence) and Community Probation for the Alameda County Probation Department and of FOCUS (Family Oriented Community Utilization System) in Stanislaus County.
 - » Other evaluations include outcome and process evaluation of the Community Assessment and Referral Center in San Francisco, CA, the Healthy Returns Initiative focusing on mental health assessments and referrals to services in juvenile halls in California funded by The California Endowment, as well as Teens on Target, a peer education program offered by Youth Alive! in Oakland, CA.
- Conducted research on the cultural competence of community-based organizations for a grant funded by The California Endowment, oversaw process evaluations of multiple community-based organizations in Oakland, CA, as well as databooks focused upon Asian and Pacific Islander and Latino youth in Oakland, CA. Conduct data analysis, presentations, and

training on Disproportionate Minority Contact since 2005 for the Alameda County Probation Department.

- Worked with senior staff to develop and implement the research agenda for NCCD, generate contracts and grants related to research priorities, oversee personnel issues and technology as it relates to research, represent NCCD at meetings and conferences, and participate on the senior management team.
- Conducted evaluations, research, training, and technical assistance as indicated under Senior Researcher responsibilities.

Publications

- 2006, Arifuku I, Peacock D, and Glesmann C. Profiling Asian and Pacific Islander Youth: Statistics Derived from California Youth Authority Administrative Data. *API Nexus*, 4(2), 95–109.
- 2005, Le, T.N. & Arifuku, I. Asian and Pacific Islander Youth Victimization and Delinquency: A Case for Disaggregate Data. *Amerasia Journal*, 31(3), 29–41.
- 2003, Le T, Arifuku I and Nunez M. "Girls and Culture in Delinquency Intervention: A Case Study of RYSE," *Juvenile and Family Court Journal*, 54(3).

KRISTEN JOHNSON, PHD

Summary: Kristen Johnson, PhD, a senior researcher with NCCD, has extensive experience with data analysis, project management, data collection, and technical support. Since joining NCCD, she has conducted research for child welfare, juvenile justice, adult corrections and adult protective service agencies. This includes an impact evaluation of Michigan foster care case management services, analyses of racial disparity for child welfare and juvenile justice agencies, as well as numerous process evaluation and risk assessment validation studies. Prior to joining NCCD, Dr. Johnson was employed with the Center for Addiction Research and Education at the University of Wisconsin-Madison as a program analyst for a clinical intervention trial. She holds a PhD in child and family studies, an MA in policy analysis, and a BA in sociology with a concentration in analysis and research from the University of Wisconsin-Madison.

Education: PhD, Human Development and Family Studies and Prevention Science, 2010; MA, Policy Analysis, LaFollette Institute, 1996; BA, Sociology, Concentration in Analysis and Research, 1991; all education completed at University of Wisconsin-Madison.

Relevant Project Experience, National Council on Crime and Delinquency (1996 – Present)

- Provide evaluation and consulting services for child welfare, juvenile delinquency, and adult protective services agencies. Solicit, design, and conduct evaluations, longitudinal studies, and other research.
- Conduct case management design and research for child welfare and juvenile delinquency agencies. Work with agency staff in the establishment of policies and procedures and design of monitoring reports in several states.
- Designed and conducted evaluative research, including risk assessment, outcome evaluations, process evaluations, and workload studies. Included study design, survey instrument design, study conduct and staff interviews, and report design and presentation.

Selected Publications/Reports

- 2015, Hatton, H., Pecora, P., Johnson, K., & Brooks, S. Evaluating training to promote practitioners' critical thinking skills to increase child safety. *Journal of Social Work Education*, 51(2), 298-314.
- 2014, Johnson, K., Bogie, A., & Russell, J. *Improving child safety and well-being in foster and relative placements: Findings from a joint study of foster child maltreatment*. Madison, WI: National Council on Crime and Delinquency.
- 2014, Johnson, K., Bogie, A., Kerwin, C., Fischer, S., & Stellrecht, A. *Developing an actuarial index for child exposure to trauma*. Madison, WI: National Council on Crime and Delinquency.
- 2013, Bogenshneider, K., Little, O., & Johnson, K. Policymakers' use of social science research: Looking within and across policy actors. *Journal of Marriage and Family*, 75(2), 263–275.
- 2013, Coohy, C., Johnson, K., Renner, L., & Easton, S. Actuarial risk assessment in child protective services: Construction methodology and performance criteria. *Children and Youth Services Review*, 35, 151–161.
- 2013, Baird, C., Healy, T., Johnson, K., Bogie, A., Scharenbroch, C., & Wicke Dankert, E. *A comparison of risk assessment instruments in juvenile justice*. Prepared for Grant 2010-JR-FX-0021 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, US Department of Justice. The National Council on Crime and Delinquency.
- 2012, Johnson, K., & Freitag, R. *Compliance with foster care case practice standards in the Massachusetts Department of Children and Families: A longitudinal study of two cohorts*.

Prepared for Children's Rights. The Children's Research Center, a center of the National Council on Crime and Delinquency.

- 2012, Johnson, K., Park, K., Bogie, A., Flasch, S., & Cotter, J. *Developing an actuarial risk assessment to inform decisions made by adult protective services workers*. US Department of Justice Technical Report Award 2008-IJ-CX-0025 (<https://www.ncjrs.gov/pdffiles1/nij/grants/240410.pdf>).
- 2012, Johnson, K., O'Connor, D., Berry, S., Ramelmeier, D., and Pecora, P. Structuring the decision to accept a child protection report. *Journal of Public Child Welfare*, 6(2), 191–205.
- 2011, Johnson, K., O'Connor, D., & Scharenbroch, C. *Identifying risk factors for child fatality: A retrospective case study*. Prepared for San Diego County Child Welfare Services. The Children's Research Center, a center of the National Council on Crime and Delinquency.
- 2011, Bogie, A., Johnson, K., Ereth, J., & Scharenbroch, C. *Assessing risk of future delinquency among children receiving child protection services*. Prepared for Los Angeles County Department of Children and Families. The Children's Research Center, a center of the National Council on Crime and Delinquency.

GEORGE G. GABEL

Summary: George Gabel is a Westat Senior Study Director with expertise in project management and program design and evaluation. He has 25 years of experience in child welfare research, including lead roles on multiple Title IV-E waiver evaluations. In addition, he has worked closely with public and private child welfare agencies to improve their research and evaluation capabilities and their use of data for management and planning. Mr. Gabel is familiar with child welfare administration at the state and local levels, having worked for six years as director of management analysis for New York City's Administration for Children's Services.

Education: MS, Management Science (Business Economics and Statistics), Stevens Institute of Technology, 1988; MA, Special Education, Columbia University, Teachers College, 1976; BA, Mathematics, Columbia University, Columbia College, 1974

Relevant Project Experience, Westat (1996 to Present)

Evaluation of the Permanency Innovations Initiative (PII), Administration for Children and Families, HHS Overview: The Children's Bureau has funded six grantees to develop and implement innovative interventions in their state or county child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. As project director, Mr. Gabel manages day-to-day activities, monitors subcontractors, and coordinates with the federal team.

Massachusetts Caring Together Title IV-E Waiver, Massachusetts Department of Children and Families. Mr. Gabel is senior advisor for outcomes analysis.

National Child Welfare Capacity Building Center for Tribes (CBCT), Administration for Children and Families, HHS Overview: A service of the Children's Bureau, CBCT serves as the focal point for coordinated and culturally competent training and technical assistance to Title IV-B and IV-E programs to Tribes. Mr. Gabel is a member of the executive steering committee and provides technical assistance.

Assessment and Evaluation of the Wisconsin Subsidized Guardianship Initiative Wisconsin Department of Health and Family Services Overview: Wisconsin used federal funds to test whether a subsidized guardianship benefit would increase permanence for children and improve child outcomes. As project director, Mr. Gabel managed the work plan, study design, and data collection and supervised subcontractors of the evaluation of Wisconsin's first Title IV-E waiver project.

Colorado Consortium for Differential Response Colorado State University Overview: The Colorado Consortium for Differential Response was one of three demonstration projects selected through the Quality Improvement Center for Differential Response project of HHS Children's Bureau. Mr. Gabel was the Westat project director.

Analytic Information Systems and Research New York City Administration for Children's Services (NYCACS) Overview: NYCACS contracted with Westat for consulting services in quantitative and qualitative analysis, database development and information management, and program and policy analysis and research. Mr. Gabel was the principal investigator and project director.

Evaluation of Ohio's Title IV-E Waiver Demonstration Project "ProtectOhio," Phase I & II, Ohio Department of Job and Family Services.

Overview: Westat was a subcontractor for an evaluation of the ProtectOhio demonstration project, which adopts a managed care approach in order to reduce out-of-home placement, increase reunification and permanency for children, and improve family functioning. Mr. Gabel was the Westat project director.

Evaluation of the Illinois Subsidized Guardianship Waiver Demonstration, Illinois Department of Children and Family Services.

Overview: Westat evaluated a demonstration program that enables the state to subsidize the cost of care by relative caregivers and foster parents who assume guardianship responsibilities for foster children in their homes. As the director of community operations, Mr. Gabel assisted with instrument design, site visits, and analysis. He coordinated forums with the community, advisory committee, and the state.

Administration for Children's Services (ACS), New York, NY (1990 to 1996)

As director of management analysis, Mr. Gabel managed the municipal agency's long-range planning, interpretation of administrative data, and research.

JESSE RUSSELL, PHD

Summary: Jesse Russell, PhD, joined NCCD as director of research in 2013. He oversees a dynamic team of researchers and analysts focused on engaging social services agencies and other stakeholders around using data to drive system improvement. He is currently leading a multi-year, multi-site project to improve dispositional decision-making in juvenile justice. In partnership with the Annie E. Casey Foundation, this work focuses on bringing stakeholders together toward the common objective of safer communities and more successful youth. Dr. Russell provides strategic research and analytics support for several “pay for success” feasibility studies. Using data from multiple systems, the analyses provide insights into how to best define potential intervention populations and measure impacts. Previously, Dr. Russell was research manager at the National Council of Juvenile and Family Court Judges. He served as the principal investigator for projects supported by the Office of Juvenile Justice and Delinquency Prevention, the Department of Health and Human Services, Casey Family Programs, and the Children’s Bureau, among others. His research on child welfare, juvenile justice, courts, and system improvement efforts has appeared in many publications, including the *Journal of Juvenile Justice*; **Children and Youth Services Review**; and *Psychology, Public Policy, and Law*.

Education: PhD and MA in Political Science (economic policy and research methods) at University of California, Santa Barbara; BA, Dartmouth College

Relevant Project Experience, National Council on Crime and Delinquency (1996 – Present)

Lead broad array of research and performance evaluation efforts. Develop programs, research initiatives, and budgets. Coordinate performance measurement, evaluation plans, and assessment strategies.

- Collaborate with national organizations and partners on research and evaluation projects.
- Actively lead research design, proposal writing, and research project execution. Develop cost estimates, budgets, timelines, and work plans.

RESEARCH MANAGER, National Council of Juvenile and Family Court Judges, Reno, Nevada
Successfully guided team to produce multiple papers published in peer-reviewed journals, research reports, and research “snapshots.”

- Principal investigator for a randomized controlled trial study of an intervention focused on implicit bias and children of color in child welfare.
- Consistently completed projects under budget. Presented research to diverse audiences at multiple national conferences.
- Served as principal investigator for a US Department of Health and Human Services grant to improve well-being and educational stability for youth in foster care through increased data sharing, coordination, and evaluation capacity.

Peer-Reviewed Publications:

- 2014, Wood, S. M., Russell, J. R., Macgill, S. O., & Summers, A. The effects of judicial personnel on hearing and outcome timeliness in juvenile dependency cases. *Family Court Review*, 52(1), 90–99.
- 2014, Russell, J., Miller, N., & Nash, M. Judicial issues in child maltreatment (pp. 503–516). In J. E. Korbin & R. D. Krugman (Eds.), *The Handbook of Child Maltreatment*.
- 2013, Macgill, S. O., & Russell, J. Effective judging within the child welfare system: The correlates of judicial leadership. *Judicature*, 97(3), 144–153.

- 2013, Russell, J., & Summers, A. Reflective decision-making and foster care placements. *Psychology, Public Policy, and Law*, 19(2), 127–136.
- 2013, Russell, J., & Summers, A. An overview of the courts catalyzing change preliminary protective hearing benchcard study. *Juvenile and Family Court Journal*, 64(2), 1–16.
- 2013, Summers, A., Macgill, S. O., Gatowski, S. I., Russell, J., & Wood, S. A new method of assessing judicial workload in juvenile dependency cases. *Juvenile and Family Court Journal*, 64(2), 35–47.
- 2012, Summers, A., Wood, S., Russell, J., & Macgill, S. An evaluation of the effectiveness of a parent-to-parent program in changing attitudes and increasing parental engagement in the juvenile dependency system. *Children and Youth Services Review*, 34, 2036–2041.
- 2011, Russell, J. Racial disproportionality in child welfare: false logic and dangerous misunderstandings. *Judicature*, 95(3), 109–115.
- 2011, Summers, A., Wood, S., & Russell, J. Assessing efficiency and workload implications of the King County mediation pilot. *OJJDP Journal of Juvenile Justice*, 1(1), 48–57.
- 2011, Wood, S., & Russell, J. Effects of parental and attorney involvement on reunification in juvenile dependency cases. *Children and Youth Services Review*, 33(9), 1730–1741.

JANE A. METTENBURG

Summary: Jane Mettenburg is a Westat Senior Study Director with more than 35 years of experience in child welfare. She has directed all aspects of evaluation research and is currently directing two Title IV-E waiver evaluations. Her experience and skills include experimental and quasi-experimental design, qualitative and quantitative data analysis, outcome measurement, survey design, administrative data systems design, interview and focus group protocols, cost analysis, and data collection design. As a staff director in a state human service agency for 23 years, she was responsible for managing data analysis, systems development, performance and outcome measures development, compliance with federal and state regulations and reporting for child welfare and Medicaid.

Education: BA, Sociology, University of Texas, Austin, 1975

Relevant Project Experience, Westat (1997 to Present)

Michigan Title IV-E Waiver Demonstration Project, Protect MiFamily, Michigan Department of Human Services Overview: Michigan's Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. The demonstration is being implemented by private agencies in Kalamazoo, Macomb, and Muskegon counties. The Children's Bureau of the U.S. Department of Health and Human Services mandates an independent evaluation of each waiver demonstration project. Westat's activities involve evaluation plan and methodology development, including random assignment, statistical measurement, and analysis methodologies; implementation of process and outcome evaluations; primary and administrative data collection; outcome measurement and analysis; cost-benefit and cost-effectiveness analysis; and preparation of reports. Ms. Mettenburg is the evaluation project director.

Extension of the Evaluation of Ohio's Title IV-E Waiver Demonstration, Ohio Department of Job and Family Services Overview: As a subcontractor, Westat is responsible for participant outcomes analysis to examine the continued impact of ProtectOhio on children and families. The five-year contract includes studies to investigate the impact of new waiver services such as family visitation, family team conferencing, and enhanced kinship services. Westat annually captures and conducts secondary analysis of administrative data for participants in 14 participating and 14 comparison counties. Analyses will include competing risk survival analysis and counterfactual imputation methodologies to look at foster care length of stay, as well as trajectory analysis to examine service pathways. A data audit and ongoing data committee will examine the local use of statewide data sources, enabling comparative analysis of multiple sources of longitudinal records. Westat is now involved in phase III of the evaluation; phases I and II ran from 1998 to 2010. Ms. Mettenburg was the project director (phase III)/administrative data manager (phases I and II).

Permanency Innovations Initiative (PII), Administration for Children and Families, U.S. Department of Health and Human Services (HHS) Overview: The Children's Bureau has funded six grantees to develop and implement innovative interventions in their state or county child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. Ms. Mettenburg was the administrative data expert.

Texas Department of Protective and Regulatory Services (currently the Texas Department of Family and Protective Services), Austin, TX (1992 to 1997)

As director of the Forecasting and Program Statistics Division, Ms. Mettenburg directed the staff responsible for providing, forecasting, analyzing, and ensuring ready availability of client services data on child welfare, adult protective services, and daycare and foster/adoptive home licensing for the state and regional agencies, the legislature, US DHHS, the Governor's Office, and the general public. Ms. Mettenburg's work on the analysis of administrative data included the development and utilization of client/service outcome measurement for program performance, budgeting, and cost analysis. She also served on several teams involved in the design and development of the Texas Statewide Automated Child and Adult Protective Services System.

JAYMIE LORTRIDGE, PHD

Summary: Dr. Jaymie Lorthridge is a Westat Senior Study Director with over 10 years of experience in the evaluation of community-based programs aimed at improving outcomes for families and children. In collaboration with multi-disciplinary teams, she has designed and implemented process and outcome studies that informed subsequent program implementation and jurisdictional policies. She designs data collection tools, including surveys, interview and focus group protocols, and data extraction protocols, and uses quantitative and qualitative methods to assess achievement of project objectives.

Education: Ph.D., University of Southern California School of Social Work, 2014
M.S.W., Community Organization, Planning, and Administration, University of Southern California School of Social Work, 2006

B.A., Psychology, Spelman College, 1998

Relevant Project Experience Westat (2012 to Present)

FOSTER YOUTH STRATEGIC INITIATIVE

Client: Conrad N. Hilton Foundation

Project Overview: Westat is joined by two subcontractors to develop and implement an evaluation plan for the Foster Youth Initiative. The initiative promotes an environment of success for older foster youth by (1) increasing the self-sufficiency of transition-age youth through improved college and career readiness, stronger caregivers, and special services for high-risk youth; (2) strengthening collaboration and alignment throughout systems influencing foster youth outcomes; and (3) developing and disseminating knowledge for the field. The Westat team is evaluating progress toward the initiative's objectives by identifying and tracking systems-level outcomes. Data collection also includes review of grantee documents, analysis of program and system-specific administrative data, interviews with key decision makers and stakeholders, focus groups, and surveys, including a social network survey.

Responsibilities: Project manager. Dr. Lorthridge is responsible for day-to-day project management, including coordinating the work of the internal team and subcontractors, and completion and submission of deliverables. She led development and implementation of the work plan, prepared the initial logic model, and completed background research to inform the initial evaluation plan. She developed and submitted the initial IRB package and amendments for Westat, and led the writing of the first annual report for the client, and for the public, and contractually obligated progress report, and was responsible for development of the dashboard tool that is used by the client to assess achievement of project goals. Dr. Lorthridge also developed, with the support of a technical expert, a social network analysis survey for the project.

MICHIGAN TITLE IV-E WAIVER DEMONSTRATION PROJECT, PROTECT MIFAMILY

Client: Michigan Department of Human Services

Project Overview: Michigan's Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. The demonstration is being implemented by private agencies in Kalamazoo, Macomb, and Muskegon Counties. The Children's Bureau of the U.S. Department of Health and Human Services mandates an independent evaluation of each waiver demonstration

project. Westat's activities involve evaluation plan and methodology development, including random assignment, statistical measurement, and analysis methodologies; implementation of process and outcome evaluations; primary and administrative data collection; outcome measurement and analysis; cost-benefit and cost-effectiveness analysis; and preparation of reports.

Responsibilities: Fidelity assessment task leader. Dr. Lorthridge was responsible for development and revision of the fidelity assessment instrument, assessment of interrater reliability, and creation of the analysis plan, as well as the design and delivery of fidelity data collection training. She oversees fidelity data collection and data quality assurance activities. She leads the cleaning, assessment, and reporting of fidelity data.

EVALUATION OF THE PERMANENCY INNOVATIONS INITIATIVE (PII)

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: Under the 5-year PII, the Children's Bureau has funded six grantees to develop and implement innovative interventions in their state or county child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. Under a task order, Westat and its subcontractors are conducting cross-site and site-specific evaluations of the interventions. Activities include completing the designs of rigorous site-level evaluations (using randomized control groups wherever feasible), implementing the evaluations (monitoring the fidelity of the interventions and collecting primary data on proximal outcomes from treatment and comparison cases), collecting and analyzing administrative data on distal outcomes (children's exit from foster care and permanent placement), studying the implementation process, and conducting a cost study to assess the resource requirements of grantees' interventions. Two sites are in California.

Responsibilities: Evaluation lead for the RISE site. Dr. Lorthridge worked with RISE leaders based at the Los Angeles Gay and Lesbian Center and with project managers, the client, and the training and technical assistance partner to develop a summative evaluation plan for the organizational component of the intervention and to further develop a formative evaluation plan for the child and family component of the intervention, Care Coordination Team (CCT) services. RISE's multi-level interventions aim to reduce foster care placement and length of placement for gay, lesbian, bisexual, transgender, and gender-nonconforming children and youth in Los Angeles. As evaluation site lead Dr. Lorthridge created and refined the qualitative protocol initially used with minor participants, created and updated supporting materials such as a logic model, and participated in data collector hiring and development of training materials. Dr. Lorthridge created numerous IRB packages, court petitions, and child welfare agency research requests and collaborated with local site partners and child welfare departments to develop administrative data exchange procedures. She also coordinated forums to facilitate project collaboration and developed strategies for achieving evaluation buy-in by child welfare departments. Dr. Lorthridge oversees data collection, ensuring that the site adheres to pre-established quality standards, conducted a site-level case study to document implementation context, and is developing the analysis plan for assessing ORB and CCT outcomes.

LOS ANGELES DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS) AND FIRST 5 LA, LOS ANGELES, CA (2005 TO 2012)

Process and Outcome Evaluation of the Partnerships for Families Initiative – Working with DCFS and First 5 LA, Dr. Lorthridge was part of a multidisciplinary team selected to evaluate a child maltreatment prevention initiative. She conducted a literature review for the year 1 process evaluation report, as well as theoretical research to guide revision of the evaluation plan. She also reviewed standardized assessment instruments and recommended instruments for use in the outcome evaluation, secured

permission to use standardized instruments for the family survey, developed the survey for participating families, and created a survey script for interviewers.

Family Preservation Outcome Evaluation – Dr. Lorthridge was part of a multidisciplinary team evaluating one of the largest service pathways for the Los Angeles County child welfare system. She led content analysis and reporting of open-ended items from an employee survey and supported the analysis and reporting of programmatic costs.

Process and Outcome Evaluation of the Point of Engagement/Prevention Initiative Demonstration Project (PIDP) – Dr. Lorthridge prepared the IRB application, which served as the research protocol; refined the protocol for extracting PIDP data from DCFS case files; and planned tasks for and managed M.S.W. students during data extraction, ensuring quality control. In support of the Up Front Assessment (UFA), she developed a logic model, extracted data from interview transcripts using a grounded theory approach, and interpreted and reported findings to stakeholders involved with the county child welfare system. As part of a team, Dr. Lorthridge developed and pilot tested data collection instruments for multiple levels of staff. She was involved in developing a multimedia team training curriculum. In addition, she conducted staff interviews and focus groups, coordinated M.S.W. student participation in interviews and focus groups, provided notetaking support, transcribed and interpreted the data, and validated data through countywide evaluation meetings. She also provided a narrative translation of data for the final report, using a grounded theory approach; delivered oral and written presentations of findings to stakeholders; and prepared manuscripts for peer-reviewed publications.

Awards and Professional Achievements

Invited Reviewer, Children and Youth Services Review, 2013-present
Grant Reviewer, W.M. Keck Foundation and California Community Foundation, 2011
Consultant Pool Member, First 5 LA, 2010-2011

Publications, Technical Reports, and Presentations

Publications

- McCroskey, J., Pecora, P.J., Franke, T., Christie, C.A., and Lorthridge, J. (2012). Strengthening families and communities to prevent child abuse and neglect: Lessons from the Los Angeles Prevention Initiative Demonstration Project. *Child Welfare*, 91(2), 39-59.
- Lorthridge, J., McCroskey, J., Pecora, P., Chambers, R., and Fatemi, M. (2012). Strategies for improving child welfare services for families of color: First findings of a community-based initiative in Los Angeles. *Children and Youth Services Review*, 34, 281-288.
- McCroskey, J., Pecora, P.J., Franke, T., Christie, C., and Lorthridge, J. (2012). Can public child welfare help to prevent child maltreatment? Promising findings from Los Angeles. *Journal of Family Strengths*, 12(1), 1-23.

Technical Reports

- McCroskey, J., Yoo, J., Lorthridge, J., Chambers, R., Carter-Williams, S., and Cienfuegos-Mercado, Y. (2010). Improving child welfare practice in Los Angeles County: Implementing Point of Engagement and other Title IV-E waiver strategies (for Los Angeles County Board of Supervisors and Department of Children and Family Services). Los Angeles, CA/Seattle, WA: Los Angeles County Department of Children and Family Services/Casey Family Programs.

- McCroskey, J., Franke, T., Christie, T., Pecora, P.J., Lorthridge, J., Fleischer, D., and Rosenthal, E. (2010). Prevention Initiative Demonstration Project: Year two evaluation report volume 1 (for Los Angeles County Board of Supervisors and Department of Children and Family Services). Los Angeles, CA/Seattle, WA: Los Angeles County Department of Children and Family Services/Casey Family Programs.
- McCroskey, J., Lorthridge, J., Kim, J., Chen, G., Fleischer, D., and Pecora, P.J. (2010). Prevention Initiative Demonstration Project: Year two evaluation report volume 2: Profiles of PIDP networks (for Los Angeles County Board of Supervisors and Department of Children and Family Services). Los Angeles, CA/Seattle, WA: Los Angeles County Department of Children and Family Services/Casey Family Programs.
- McCroskey, J., Christie, T., Lorthridge, J., Chambers, R., Pecora, P.J., Azzam, T., Fleischer, D., Rosenthal, E., Weisbart, A., Custodio, C., Franke, T., Nunn, P., Carter, S., Yoo, J., Bowie, P., and Wold, C. (2009). Prevention Initiative Demonstration Project year one evaluation (for Los Angeles County Board of Supervisors and Department of Children and Family Services). Los Angeles, CA/Seattle, WA: Los Angeles County Department of Children and Family Services/Casey Family Programs.
- Pecora, P.J., McCroskey, J., Lorthridge, J., Chambers, R., Franke, T., Christie, T., Azzam, T., Fleischer, D., and Carter Williams, S. (2009). Midcourse lessons learned from the Los Angeles County Prevention Initiative Demonstration Project: Early successes, partnerships, and the challenges that lie ahead (for Los Angeles County Board of Supervisors and Department of Children and Family Services). Los Angeles, CA/Seattle, WA: Los Angeles County Department of Children and Family Services/Casey Family Programs.

Presentations

- Pecora, P., Garrison, M., Armstrong, B., and Lorthridge, J. (2011). Community-based approaches to strengthening families: The Prevention Initiative Demonstration Project (PIDP). Education and Learning Committee Meeting, LA Partnership for Early Childhood Investment, Los Angeles, CA.
- Lorthridge, J. (2011, February). Identification of community and parental protective factors: A step towards preventing maltreatment in early childhood. Project ABC National Conference, Strive to Thrive: Building Systems That Care for Birth to Fives, Los Angeles, CA.
- Pecora, P., McCroskey, J., Armstrong, B., and Lorthridge, J. (2010). Community-based prevention of child abuse and neglect: The Los Angeles Prevention Initiative Demonstration Project (PIDP) (invited). Casey Family Programs and the University of Washington School of Social Work, Seattle, WA.
- McCroskey, J., Christie, C., Chambers, R., Azzam, T., and Lorthridge, J. (2009, November). Findings from the first year evaluation of LA County's Prevention Initiative Demonstration Project (PIDP). A New Beginning for Partnerships for Children and Families in Los Angeles County, 14th Annual Partnerships Conference, Los Angeles, CA.
- McCroskey, J., Chambers, R., and Lorthridge, J. (2009, November). Multiple stakeholder evaluation: An essential component for transforming child welfare systems. Council on Social Work Education 55th Annual Program Meeting, San Antonio, TX.
- McCroskey, J., Azzam, T., Christie, C., Icenhower, K., Lorthridge, J., and Marts, E. (2009). A new approach to preventing child abuse and neglect. Chadwick Center for Children and Families at Rudy Children's Hospital–San Diego International Conference on Child and Family Maltreatment, San Diego, CA.

CAROL BRUCE, PHD

Summary: Dr. Carol Bruce is a senior research analyst and Westat Senior Study Director, with 25 years of experience researching, collecting data, and providing technical assistance to data stakeholders on several social and behavioral science topics, including the incidence of child abuse and neglect, youth experiences in residential placement, children and students with disabilities, and tobacco use among youth and adults. She is proficient with SPSS, SAS, MATLAB, SUDAAN, HLM, Stata, and WesVar statistical software tools.

Education: PhD, Human Ecology (with a concentration in Family Studies), University of Tennessee, 1999; MS, Statistics, University of Tennessee, 1999; MS, Child and Family Studies (with a concentration in Family Studies), University of Tennessee, 1997; BS, Family and Community Development (with a concentration in Marriage and Family Counseling), University of Maryland, College Park, 1987; AA, Early Childhood Education, Montgomery College, 1985

Relevant Project Experience, Westat (1999 to Present)

Evaluation of the Permanency Innovations Initiative (PII), Administration for Children and Families, U.S.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

Project Overview: Under the five-year PII, the Children's Bureau has funded six grantees to develop and implement innovative interventions in their state or county child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. Under a task order, Westat and its subcontractors are conducting cross-site and site-specific evaluations of the interventions. Activities include completing the designs of rigorous site-level evaluations (using randomized control groups wherever feasible), implementing the evaluations (monitoring the fidelity of the interventions and collecting primary data on proximal outcomes from treatment and comparison cases), collecting and analyzing administrative data on distal outcomes (children's exit from foster care and permanent placement), studying the implementation process, and conducting a cost study to assess the resource requirements of grantees' interventions. Two sites are in California.

Responsibilities: Dr. Bruce is leading planning and implementation of the summative analysis, as well as report writing for the five sites participating that comprise the evaluation.

AAU SEXUAL ASSAULT AND CLIMATE SURVEY, ASSOCIATION OF AMERICAN UNIVERSITIES (AAU)

Project Overview: AAU is supporting its member universities in developing their own coordinated responses to preventing and responding to sexual misconduct on campus by sponsoring the development of a survey that measures the incidence and prevalence of sexual misconduct and the campus "climate" around it. Westat is assisting AAU by developing this web-based survey, promoting and administering it at participating universities, and analyzing the data. The survey is being tested with samples of students at several AAU member universities before full implementation.

Responsibilities: Dr. Bruce is leading analysis and reporting. Westat is generating reports for each participating university, as well as an aggregate report across universities for AAU, and preparing analysis data files that have been reviewed to verify nondisclosure.

FIRST AND SECOND NATIONAL SURVEY OF YOUTH IN CUSTODY (NSYC-1 AND -2), BUREAU OF JUSTICE STATISTICS (BJS), U.S. DEPARTMENT OF JUSTICE (DOJ)

Project Overview: These surveys have been conducted in response to the Prison Rape Elimination Act of 2003, which requires BJS to report annually on the incidence and effects of prison rape, including statistical data aggregated at the Federal, state, prison, and prison system levels. BJS initially awarded Westat a grant to develop survey instrumentation and methodology for the survey. Subsequently, Westat received a grant to conduct the first national implementation, which sampled and gathered data from adjudicated youth in 198 facilities in all 50 states and the District of Columbia. In 2012, Westat completed the second implementation of the survey, this time gathering data in 330 facilities.

Responsibilities: Dr. Bruce conducted several analyses, including the development of multilevel models for predicting risk of assault at the individual level, predicting assault rates at the facility level, and a combined model to predict assault at the individual and facility levels.

YONG K. LEE

Summary: Yong Lee is a senior systems analyst with 25 years of experience supporting the analytic and programming needs of survey research. His specific areas of expertise include working with complex data systems and performing statistical analyses, sampling, weighting, and imputation. Mr. Lee also leads a team of programmers assigned to various analytic task order contracts. He prioritizes their work, develops and maintains schedules, and provides technical guidance as needed.

Education: B.S., Electrical Engineering, University of Maryland, 1987

Relevant Project Experience Westat (1998 to Present)

Evaluation of the DC Opportunity Scholarship Program

CLIENT: INSTITUTE OF EDUCATION SCIENCES, U.S. DEPARTMENT OF EDUCATION (ED)

Project Overview: Westat and its research partners are conducting an evaluation of a program that provides need-based annual scholarships to DC children to attend a participating private school. The evaluation team is (1) providing technical assistance to the program operator, particularly with respect to the design and implementation of the random assignment of participants, and (2) conducting a 5-year impact evaluation. The study design includes student assessments; parent, student, and school surveys; and collection of information from school and program operator records.

Responsibilities: Mr. Lee leads a team of programmers in support of evaluation data collection, weighting, imputation, and analysis. He plans and schedules work to produce ad hoc reports and listings; analyze application, survey, and test data across cohorts; and prepare data/file deliverables. He is also (1) supervising development of web applications for parent and principal surveys; (2) supervising programmers in developing SAS code to weight and impute analysis data, to produce ad hoc reports and listings and to analyze the impact data; and (3) supervising modifications and enhancements to the MS Access tracking system for collecting test data. Earlier, Mr. Lee supervised SAS and MS Excel programming support for the design and implementation of the applicant lottery. He also helped develop the user's guide.

EXTENSION OF THE EVALUATION OF OHIO'S TITLE IV-E WAIVER DEMONSTRATION

Client: Ohio Department of Job and Family Services

Project Overview: As a subcontractor, Westat is responsible for participant outcomes analysis to examine the continued impact of ProtectOhio on children and families. The 5-year contract includes studies to investigate the impact of new waiver services such as family visitation, family team conferencing, and enhanced kinship services. Westat annually captures and conducts secondary analysis of administrative data for participants in 18 participating and 18 comparison counties.

Responsibilities: Mr. Lee supervises programmers providing support for the analysis of Ohio's SACWIS data. He plans the workload of the systems team and performs SAS programming to support data analysis. He has also provided support for the analysis of Ohio's FACSIS data for the project.

INTEGRATED EVALUATION OF ARRA FUNDING, IMPLEMENTATION, AND OUTCOMES

Client: U.S. Department of Education (ED)

Project Overview: The 2009 American Recovery and Reinvestment Act (ARRA) awarded approximately \$100 billion in new education funding through a variety of programs. This evaluation is examining the potential role of ARRA programs in reform efforts and exploring the challenges educators have faced in implementing reforms. The study includes (1) review and use of extant data and (2) surveys of all 50 states and the District of Columbia, involving nationally representative samples of 1,700 districts and 3,800 schools.

Responsibilities: Mr. Lee supervises programmers providing technical support for the design, development, and maintenance of the SQL*Server/ASP.NET web-based data collection system for the ARRA surveys. He also supervises SAS programming support for sampling, weighting, analysis, and preparation of ad hoc reports.

2009 RESIDENTIAL ENERGY CONSUMPTION SURVEY (RECS): ENERGY SUPPLIER SURVEY (ESS)

Client: Energy Information Administration (EIA)

Project Overview: RECS is EIA's instrument for collecting energy use data for households. The ESS collected cost and consumption data from companies that supplied electricity, natural gas, fuel oil, and propane to households in the RECS household survey. Approximately 1,500 suppliers were contacted in a multimode survey (mail, fax, telephone, and web) to collect information for approximately 21,000 customers.

Responsibilities: Mr. Lee supervised SAS programming support for data collection and analysis. He supervised programmers in developing SAS code to load varying MS Excel data into the database, produce reports, and update status flags for tracking data through the process.

MEASURES OF EFFECTIVE TEACHING (MET)

Client: Bill and Melinda Gates Foundation (BMGF)

Project Overview: Westat provided a MET Service Center to serve as the intermediary between BMGF and six school districts participating in information collection activities aimed at developing measures of effective teaching. Westat also coordinated student assessment data collection activities, provided field management, and prepared post-data collection data file deliveries.

Responsibilities: Mr. Lee analyzed district-supplied class- and student-level data (using SAS and MS Excel) to identify relationships in the data and to other data sources. He also analyzed data consistency and cleanliness. In addition, Mr. Lee developed SAS code to match data sources by ID and/or name and presented them in Excel for continued data cleaning. He provided technical direction to the project programmer and filled in for the deputy project lead as necessary.

PERSONNEL PREPARATION PERFORMANCE REPORTING SUPPORT

Client: Office of Special Education Programs (OSEP), U.S. Department of Education (ED)

Project Overview: Westat's primary activities under this contract are (1) to develop and maintain a web-based data collection system used by grantees funded under OSEP personnel preparation program, to report data on students in their programs; (2) to collect data annually on students trained under OSEP personnel preparation grants; (3) to provide grantees with technical assistance on data entry; and (4) to analyze student data reported by grantees.

Responsibilities: Mr. Lee supervised programmers in the design, development, and maintenance of a SQL*Server/ASP web-based data collection system for this project. He also supervised SAS programming support for data analysis and ad hoc reports.

INITIAL TECHNICAL AND RANDOM ASSIGNMENT SUPPORT FOR THE DC CHOICE PROGRAM

Client: Institute of Education Sciences (IES), U.S. Department of Education (ED)

Project Overview: Westat was awarded this contract to provide initial technical support to IES and the program operator for the reauthorized DC Choice Program by designing a rigorous applicant lottery. Westat and its subcontractor worked closely with IES to consider design options. A user's guide and programming code for the lottery were prepared.

Responsibilities: Mr. Lee supervised SAS and MS Excel programming support for the design and implementation of the applicant lottery. He also helped develop the user's guide.

IMPACT EVALUATION OF THE DC CHOICE PROGRAM

Client: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (ED)

Project Overview: The first federally funded U.S. voucher program includes a requirement that the program be rigorously evaluated using the strongest possible design. Westat and its partners were responsible for design of the analyses, data collection, and preparation of annual reports to Congress. Data collection included administration of a standardized test, parent and student surveys, and principal surveys each spring.

Responsibilities: Mr. Lee led a team of programmers in support of data collection, sampling, weighting, imputation, and analysis. He planned and scheduled work to produce ad hoc reports and listings and to analyze the application, survey, and test data across cohorts. He supervised programmers in (1) developing SAS code to randomly select scholarship winners, given the number of scholarship slots and applicants in multiple strata; (2) developing SAS code to randomly place scholarship winners into their preferred school, given the availability of seats in the school, by grade and sibling preference for the same school; (3) redesigning and modifying the MS Access/SQL Server data entry application; (4) developing SAS code to weight and impute the analysis data; and (5) developing Stata code to analyze the impact data. He also supervised development of an MS Access tracking system for collecting test data.

FOLLOWUP EVALUATION OF THE GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Client: U.S. Department of Education (ED)

Project Overview: Westat conducted a follow-up evaluation of GEAR UP, which is intended to increase postsecondary enrollment and success rates among disadvantaged students. The evaluation followed a sample of GEAR UP and comparison students who were studied through their middle school years. Data collection included web or CATI interviewing with students (according to their preference) at the end of high school and telephone interviews with parents 6 months later.

Responsibilities: Mr. Lee planned and scheduled SAS programming support for imputation and analyses of data from the National Education Longitudinal Study, the Education Longitudinal Study, and GEAR UP. He supervised production of restricted use data files for the client.

TECHNICAL ASSISTANCE IN DATA COLLECTION, ANALYSIS, AND REPORT PREPARATION

Client: Office of Special Education Programs (OSEP), U.S. Department of Education (ED)

Project Overview: Westat's primary activities under this contract were (1) to prepare and produce the annual reports to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA); (2) to maintain and annually update the OSEP database of state-reported data required by IDEA; (3) to assist the states in building the capacity to collect valid and reliable data; (4) to perform substantive research on topics in special education; and (5) to produce policy analyses on current topics in special education.

Responsibilities: Mr. Lee provided programming support for enhancements, modifications, disproportionality analyses, and other ad hoc analyses of the IDEA data. He also supported analyses of a limited English proficiency survey and analyses of data from the Early Childhood Longitudinal Study, Kindergarten Cohort. He reviewed the work of other team members and mentored them in SAS conventions and techniques.

OPERATION, MAINTENANCE, AND ENHANCEMENT OF THE EDUCATION DATA EXCHANGE NETWORK (OME-EDEN)

Client: Office of Planning, Evaluation, and Policy Development, U.S. Department of Education (ED)

Project Overview: The OME-EDEN assists ED in implementing a central repository and reporting system for state-reported elementary and secondary education data (EDFacts) to replace the separate data collection instruments and processes sponsored and managed by various elementary and secondary education program offices. As a subcontractor, Westat led the data definition and data governance task to integrate program office data collection requirements into EDFacts, eliminate data redundancy across program offices, and establish a framework for setting the rules, policies, and procedures related to EDFacts.

Responsibilities: Mr. Lee planned and scheduled maintenance of the MS Access tracking system and provided programming support to generate OMB reports using SAS, MS Excel, and Word mail merge. In addition, Mr. Lee planned and scheduled SAS programming support for analyses of General Education Provisions Act and GAPS data for FY 2002-2004. He supervised programmers in developing SAS code to read and clean Excel data received in flexible formats, analyzing the data, and producing Excel tables to be used in reports.

EVALUATION OF THE MILWAUKEE SCHOOL CHOICE PROGRAM

Client: University of Arkansas

Project Overview: As a subcontractor for an evaluation of the Milwaukee Parental Choice Program (MPCP), Westat trained teachers to administer standardized assessment tests to a randomly selected panel of MPCP students in grades 3 to 10 and also designed and processed six teacher-administered surveys for MPCP students in grades 4 to 9 (both activities occurred annually for 5 years). Mail surveys were administered to MPCP public and private school principals and to approximately 1,000 MPCP public school teachers in years 1, 3, and 5. Westat also designed and administered telephone surveys to a random sample of students and parents.

Responsibilities: Mr. Lee planned and scheduled work to produce ad hoc reports and listings and to analyze application, survey, and test data. He supervised the programmers who developed the MS Access tracking system for collecting test and survey data, developed SAS code to name-match multiple sources of data, and developed SAS code to draw the sample.

TECHNICAL SUPPORT FOR POSTSECONDARY EDUCATION ANALYSES

Client: Office of the Under Secretary, U.S. Department of Education (ED)

Project Overview: Beginning in 1989, Westat provided technical support to the Office of the Under Secretary in areas relating to postsecondary education. This support was provided through three consecutive task order contracts administered by the Postsecondary, Adult, and Vocational Education Division of the Planning and Evaluation Service.

Responsibilities: Mr. Lee designed and developed a system, in SAS and MS Excel, to simulate the benefits of student loans, using the Beginning Postsecondary Students Longitudinal Study and data from the Current Population Survey (CPS) March supplement. Using the National Postsecondary Student Aid Study (NPSAS) and Pell Grant data, he designed and developed a system to enhance ED's model for simulating the effects on college enrollment of different Pell grant maximums. Both systems permit multiple user input and options. In addition, Mr. Lee has calculated the unmet need of students in the NPSAS data set by relating NPSAS, Pell, National Student Loan Data System (NSLDS), and Integrated Postsecondary Education Data System data. Using NSLDS and CPS data, he also modeled repayment projections for income-contingent loans in the NSLDS. He planned the workload of the systems team, oversaw project deliverables, reviewed the work of his team, and programmed in SAS to support data analysis.

BUDGET SERVICE TECHNICAL AND ANALYTICAL SUPPORT

Client: Office of the Under Secretary, Budget Service, U.S. Department of Education (ED)

Project Overview: Under this task order contract, Westat provided a broad range of support services to assist the Budget Service in developing budget policies for ED. Major activities included development and manipulation of formula-based allocation models; analysis of existing databases; design and implementation of data collection activities; and development of policy briefs, analytic reports, program evaluations, and oral briefings.

Responsibilities: Mr. Lee provided analysis and programming support for reformatting, imputation, and sampling frame development on a task involving the 2004 Office of Civil Rights survey. Westat analyzed the reported data, reformatted the data and produced a file for web publication, imputed for survey nonresponse, updated the time-series file and documented all survey data from 1968 to the present, and developed the sampling frame for the 2006 survey.

EMPLOYMENT SERVICE PERFORMANCE MEASUREMENT PROJECT

Client: Washington Employment Security Department

Project Overview: The U.S. Employment Service has an elaborate system for measuring the performance of its labor exchanges in each state. Under contract to the Washington Employment Security Department, Westat compared and contrasted the views of the labor exchange given by a range of possible measures.

Responsibilities: Mr. Lee planned the workload of the systems team and performed SAS programming to support data analysis.

ADVISORY AND ASSISTANCE SERVICES TO SUPPORT THE CENSUS BUREAU'S YEAR 2000 CENSUS: STATISTICAL AND METHODOLOGICAL RESEARCH

Client: U.S. Bureau of the Census

Project Overview: Westat statisticians and survey methodologists provided support services, on a task order basis, in preparation for the Year 2000 Census and in support of other Bureau surveys.

Responsibilities: For the Census Payrates task, Mr. Lee planned the workload of the systems team and programming in SAS for data analysis.

UTA, ARLINGTON, VA (1996 to 1998)

As a computer specialist, Mr. Lee worked on site at BLS in Washington, DC. He supported programming needs (SAS, SuperWYLBUR, Sun Solaris, IBM MVS), procured hardware and software, and performed server administration for five Sun and three NT machines for the Statistical Methods Division, Office of Employment and Unemployment Statistics.

CBSI, FAIRFAX, VA (1991 to 1996); ORKAND CORPORATION, SILVER SPRING, MD (1990 TO 1991)

As a senior programmer/analyst, Mr. Lee supported the SAS programming needs of the Office of Research and Evaluation within the Office of Employment and Unemployment Statistics, BLS. He performed requirements analysis, design, and coding for a unification of databases project using Systems Architect, FoxPro, and PowerBuilder. He also maintained and enhanced the production system in PL/1, SAS, and Clipper and served as the liaison between the systems group and the production group for the International Prices Program.

FEDERAL NATIONAL MORTGAGE ASSOCIATION, WASHINGTON, DC (1989 to 1990)

Mr. Lee's activities included analysis, design, and coding in PL/1 and EASYTRIEVE+ for the Credit Policy Management Reporting System. He modified COBOL production programs for the Delinquency Reporting System and wrote small utility programs and extracts in PL/1 and SAS.

ORI, INC., ROCKVILLE, MD (1986 to 1987)

Mr. Lee analyzed, designed, developed, coded, and wrote unit test plans. He performed system testing, updated a database using Clipper, and updated and edited program specifications and documentation for a FORTRAN-based (MS-DOS) submarine baseline simulations project.

GAIL M.L. THOMAS

Summary: Gail Thomas is a Westat Senior Study Director with 15 years of experience managing and conducting multimode process and outcome data collections involving at-risk youth, clergy, and the elderly.

Education: M.A., Human Sciences, Hood College, 2014; Postbaccalaureate Certificate, International Business, Georgetown University, 1993; B.A., News-Editorial Journalism, University of Wisconsin, 1976

Relevant Project Experience, Westat (2000 to Present)

Michigan Title IV-E Waiver Demonstration Project, Protect MiFamily, Michigan Department of Human Services

Overview: Michigan's Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. The demonstration is being implemented by private agencies in Kalamazoo, Macomb, and Muskegon counties. The Children's Bureau of the U.S. Department of Health and Human Services mandates an independent evaluation of each waiver demonstration project. Westat's activities involve evaluation plan and methodology development, including random assignment, statistical measurement, and analysis methodologies; implementation of process and outcome evaluations; primary and administrative data collection; outcome measurement and analysis; cost-benefit and cost-effectiveness analysis; and preparation of reports. Ms. Thomas plans, reports, and provides analysis of service data for the process evaluation area of the demonstration.

CONGREGATIONAL DECISION-MAKING ABOUT CLERGY COMPENSATION, LILLY ENDOWMENT

Overview: Westat assisted the Duke University School of Sociology in surveying Protestant pastors and lay leaders about clergy compensation in their churches. Within each church, Westat conducted in-person interviews with the head clergy member, as well as telephone interviews with lay leaders formally involved in clergy compensation decisions. The surveys were qualitative and all interviews were recorded. Ms. Thomas was the field director/acting project director (2011); project director (2013).

DATA COLLECTION FOR THE FAMILY FINDING EVALUATION, DUKE ENDOWMENT

Overview: From 2009 to 2013, Westat assisted in evaluating Family Finding, an intensive family search program that tries to reconnect children in foster care with blood relatives. Westat conducted in-person interviews with youth (aged 14–22) who were in, or had recently exited, foster care and who were randomly assigned to either the Family Finding treatment group or a control group. Westat field interviewers used a CAPI interview with an ACASI component to interview youth 12 and 24 months after random assignment. The instrument collected youth outcome data in the domains of social support, health, education, employment, and risk behaviors. Ms. Thomas was the field director.

ASSESSMENT AND EVALUATION OF THE TENNESSEE SUBSIDIZED GUARDIANSHIP WAIVER DEMONSTRATION PROJECT, TENNESSEE DEPARTMENT OF CHILDREN'S SERVICES

Overview: Under Title IV-E waiver authority, Tennessee used federal funds to test whether a subsidized guardianship benefit would increase permanence for children and improve child outcomes. Working as a subcontractor, Westat randomly assigned children to treatment (eligible for subsidized guardianship) and control groups and administered a telephone survey in which caregivers were

asked about the factors influencing their permanence decision making. The project included an outcome evaluation to estimate impact on permanence, safety, stability, and child well-being; a process study; and a cost analysis. Ms. Thomas was the field director.

ASSESSMENT AND EVALUATION OF THE WISCONSIN SUBSIDIZED GUARDIANSHIP INITIATIVE, WISCONSIN DEPARTMENT OF HEALTH AND FAMILY SERVICES

Overview: Under Title IV-E waiver authority, Wisconsin used federal funds to test whether a subsidized guardianship benefit would increase permanence for children and improve child outcomes. Westat and two subcontractors conducted a longitudinal study of the status and outcomes of children and families, using a treatment group (eligible for subsidized guardianship) and a control group. The contractors interviewed caregivers at enrollment and collected administrative data on outcomes, case history, and case planning. The study included an outcome evaluation to estimate the impact on permanency, safety, stability, and child well-being; a process evaluation to understand the context in which outcomes exist; and a cost analysis. Ms. Thomas was the field manager.

VANESSA NITTOLI

Summary: Vanessa Nittoli is a research assistant with three years of experience in survey research and support. At Westat, she supports criminal justice and child welfare projects throughout data collection, analysis, and evaluation. She is the primary point of contact on helpdesks, where she responds to telephone calls and emails; conducts data retrieval, nonresponse follow up, cognitive debriefings, and telephone interviews; and documents all communications. In addition, Ms. Nittoli has compiled a national frame of probation agencies from state contacts, web research, and published directories; tested survey instruments; run mail merges; and analyzed survey data to enhance the national survey frame. She has contributed to annual, methodological, and evaluation reports. In previous work, Ms. Nittoli conducted fraud investigations in the field. She is skilled in MS Office applications, web research, and customer service.

Education: B.A. (summa cum laude), Criminal Justice and Criminology, University of Maryland, 2012

Relevant Project Experience Westat (2012 to Present)

ANNUAL SURVEYS OF PROBATION AND PAROLE, 2011-2014
Client: Bureau of Justice Statistics (BJS)

Project Overview: The Annual Probation Survey and the Annual Parole Survey (the P&P surveys) are two separate data collections through which BJS annually obtains summary counts of the number of adults under probation and parole supervision at the beginning and end of each calendar year, as well as information on selected characteristics of the year-end population. The surveys also collect information on the number and characteristics of adults entering and exiting probation and parole supervision during the year. The P&P data are obtained from administrative sources maintained by state probation and/or parole agencies; municipal, county, or court agencies; and the Federal system. Westat is administering both surveys for 4 years and will also redesign the survey to use a core survey and supplement approach.

Responsibilities: Research assistant. Ms. Nittoli answers respondent questions by email and telephone; conducts refusal conversion, nonresponse follow up, and extensive data retrieval; and documents respondent communications in detail. She prepares an annual report on survey submission and all communications by state, date, mode, and agency type. Ms. Nittoli has tested the web survey instrument, debriefed respondents about pilot test questions, and assisted with mail merges. She analyzes new survey questions, conducts additional follow-up data collection for these, and recommends improvements. In addition, Ms. Nittoli supported work to enhance the data collection frame, develop a system for tracking issues that arise, train new staff, and prepare the OMB package.

CENSUS OF ADULT PROBATION SUPERVISING AGENCIES (CAPSA)
Client: Bureau of Justice Statistics (BJS), U.S. Department of Justice (DOJ)

Project Overview: Westat is developing a frame of all public and private adult probation supervising agencies in the United States and screening all agencies to determine their eligibility for various BJS data collections. In addition, Westat is finalizing and administering the CAPSA web survey to all agencies, to survey the probation field on its policies, practices, workload, and organization, among other topics. Westat is responsible for processing the data and preparing tables for a BJS report of the findings, as well as creating profiles of each agency and preparing a report on the organization of probation in the United States.

Responsibilities: Research assistant. Ms. Nittoli compiled the sampling frame (more than 2,000 respondents) using information from state contacts, extensive web research, and directories. She helped recruit pretest respondents and scheduled cognitive debriefing interviews. During data collection, Ms. Nittoli led helpdesk operations and assisted respondents in logging on, navigating the web site, and determining eligibility. She also completed surveys over the telephone and conducted refusal conversion and data retrieval. Ms. Nittoli updated the database with contact information and documented respondent communications in the survey management system. She conducted nonresponse follow up with private agencies and worked with a subcontractor to complete this task. In addition, Ms. Nittoli completed mail merges and sent tailored emails and survey packets to respondents. She assisted in writing a methodology report and calculating the response rate for respondents that met eligibility criteria.

NATIONAL CHILD WELFARE CAPACITY BUILDING CENTER FOR TRIBES (CBCT)

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: A service of the Children's Bureau, CBCT serves as the focal point for coordinated and culturally competent training and technical assistance to Title IV-B and IV-E programs in American Indian and Alaska Native Nations. CBCT works collaboratively with other supported initiatives to support tribes in achieving sustainable, systemic change that results in greater safety, permanency, and well-being for children, youth, and families. As a subcontractor, Westat is primarily responsible for developing tools, processes, and data management systems that reflect Constant Quality Improvement for tribes receiving services from the Center.

Responsibilities: Research assistant. Ms. Nittoli works with GIS to create U.S. maps of all tribes receiving Title IV-B and IV-E grants. She reviews and provides feedback on constant quality improvement being developed.

FOSTER YOUTH STRATEGIC INITIATIVE

Client: Conrad N. Hilton Foundation

Project Overview: Westat is joined by two subcontractors to develop and implement an evaluation plan for the Foster Youth Initiative. The initiative promotes an environment of success for older foster youth by (1) increasing the self-sufficiency of transition-age youth through improved college and career readiness, stronger caregivers, and special services for high-risk youth; (2) strengthening collaboration and alignment throughout systems influencing foster youth outcomes; and (3) developing and disseminating knowledge for the field. The Westat team is evaluating progress toward the initiative's objectives by identifying and tracking systems-level outcomes. Data collection also includes review of grantee documents, analysis of program and system-specific administrative data, interviews with key decision makers and stakeholders, focus groups, and surveys, including a social network survey.

Responsibilities: Research assistant. Ms. Nittoli analyzed grantee progress reports and summarized grantee progress in table and paragraph form. She reviewed the report and prepared graphics.

LITIGATION SOLUTIONS, LLC, FREDERICK, MD (2013)

As a field investigator, Ms. Nittoli conducted investigations related to insurance fraud, including surveillance, activity checks, and background checks. She obtained surveillance video evidence, secured written and recorded statements, wrote accurate and detailed reports, and conducted extensive web and database searches.

Other Professional Experience

University of Maryland, College Park, MD (2012) – As an undergraduate teaching assistant, Ms. Nittoli taught courses on Criminal Justice Research Methods and the Structural Analysis of Terrorism. She assisted students with assignments and exam preparation and collaborated with instructors in drafting exams and rubrics.

Awards and Professional Achievements

- Dean's List, University of Maryland, Spring/Fall 2011 and Spring/Fall 2012
- Board of Trustees, Academic Specialties Scholarship, Montgomery College, 2008-2010

ELIZABETH E. PETRAGLIA

Summary: Elizabeth E. Petraglia is a statistician with seven years of experience in survey research and other statistical areas, including small area estimation, Bayesian hierarchical modeling, and large-scale survey statistics. At Westat, she develops estimation strategies that maximize available data to address clients' research questions, particularly for complex or incomplete datasets. Dr. Petraglia completed her doctorate in statistics at The Ohio State University under the supervision of Dr. Elizabeth Stasny. Her dissertation topic was improving small-area estimation of crime rates by combining data from the National Crime Victimization Survey with administrative police records. Dr. Petraglia has extensive experience with SAS and R, and a strong knowledge of statistical software such as Stata, JMP, Minitab, WinBUGS, and SPSS.

Education: Ph.D., Statistics, Ohio State University, 2015; B.A., Theoretical Mathematics, University of Notre Dame, 2007

Relevant Project Experience Westat (2015 to Present)

EVALUATION OF THE 2012 NATIONAL HOUSEHOLD FOOD ACQUISITION AND PURCHASE STUDY (FOODAPS)

Client: Economic Research Service, U.S. Department of Agriculture (USDA)

Project Overview: The FoodAPS provides comprehensive data on American households' food acquisition, factors influencing food choices, and household well-being. ERS would like to evaluate the quality of the 2012 FoodAPS data as well as collection and processing procedures to identify ways in which future data collections might be improved. Westat analysts will propose a series of methodological experiments to assess strategies for improving FoodAPS2 data collection procedures and data quality.

Responsibilities: Dr. Petraglia is leading the nonresponse bias analysis for this project.

EVALUATION OF THE PERMANENCY INNOVATIONS INITIATIVE (PII)

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: Under the 5-year PII, the Children's Bureau has funded six grantees to develop and implement innovative interventions in their child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. Under a task order, Westat and its subcontractors are conducting cross-site and site-specific evaluations of the interventions. Activities include completing the designs of rigorous site-level evaluations, implementing the evaluations, collecting and analyzing administrative data on distal outcomes, studying the implementation process, and conducting a cost study.

Responsibilities: Statistician. Dr. Petraglia helped develop specs to create analysis files for the Kansas and Washoe County, Nevada sites, combining survey responses with administrative data from the AFCARS system and deriving appropriate outcome variables for each site. She also assisted with implementing multiple imputation via chained equations (MICE) in R, as well as developing a set of survival models to predict time to permanency, including censored cases.

AAU CAMPUS CLIMATE SURVEY ON SEXUAL ASSAULT AND SEXUAL MISCONDUCT

Client: Association of American Universities (AAU)

Project Overview: AAU is sponsoring the development of a survey that measures the incidence and prevalence of sexual misconduct and the campus “climate” around it. Westat is assisting AAU by developing this web-based survey, promoting and administering it at participating universities, and analyzing the data. The survey is being tested at several AAU member universities before full implementation.

Responsibilities: Statistician. Dr. Petraglia assisted with preparation of the final nonresponse bias reports for individual universities.

OHIO STATE UNIVERSITY, COLUMBUS, OH (2011 to 2015)

Dr. Petraglia’s dissertation research focused on combining administrative data such as National Incident-Based Reporting System (NIBRS) and Uniform Crime Reports (UCR) with large-scale survey data such as the National Crime Victimization Survey (NCVS) to improve estimation for small areas or subpopulations. She developed two methods for estimating county-level crime rates for further inference: a resampling procedure to match NCVS data to small areas and a technique for combining survey and administrative data based on Bayesian hierarchical modeling techniques. In previous research, Dr. Petraglia applied a Bayesian hierarchical time-series model to UCR data from 1960 onward to impute missing crime counts.

Working as a graduate research assistant for OSU’s Statistical Consulting Service, Dr. Petraglia frequently led projects from the client planning and proposal stages to delivery of the final report. She developed analysis strategies based on client objectives, tailored to the client’s understanding of statistical methods. Dr. Petraglia helped develop and implement a statewide survey of child care providers for the Ohio Department of Job and Family Services and a campus-wide transportation survey, as well as providing general statistical support for professors and graduate students from a range of disciplines. She constructed a clean child-level analysis database for a foster care evaluation study by merging output files from Franklin County (Ohio) Children’s Services’ complex SACWIS case management system.

In earlier work as a graduate teaching assistant, Dr. Petraglia led a problem solving–based business statistics class for 70 undergraduates. She prepared weekly lesson plans for all six sections of the course, mentored new teaching assistants, and lectured for the course for several weeks.

MATHEMATICA POLICY RESEARCH, PRINCETON, NJ (2008 to 2010)

As a study coordinator, Dr. Petraglia oversaw the day-to-day workings of the Students with Learning Disabilities (LD) topic area, including maintaining the project SharePoint site. She identified studies that met design and other eligibility criteria, as specified in the LD protocol, to be passed on to certified WWC reviewers. She worked with the principal investigator to produce reports for publication on the WWC website.

Additionally, Dr. Petraglia updated and wrote a series of complex SAS programs and macros to clean raw survey data for the Hunger in America 2010 survey. She created several hundred maps in ArcGIS based on SAS output. For an evaluation of the impact of mandatory random drug testing in schools, Dr. Petraglia ran impact models in R, along with associated sensitivity and subgroup tests.

Awards and Professional Achievements

- Distinguished University Fellowship, Ohio State University, 2010–2011 and 2014–2015
- Consultant of the Year, Ohio State Statistical Consulting Service, 2014
- Joint Statistical Meetings Student Travel Award, American Statistical Association Survey Methods Research Section, 2014
- Glenna R. Joyce Scholarship, University of Notre Dame, 2003–2007

Publications, Technical Reports, and Presentations

Publications

Petraglia, E. (2015). Estimating County-Level Aggravated Assault Rates by Combining Data from the National Crime Victimization Survey (NCVS) and the National Incident-Based Reporting System (NIBRS). Doctoral dissertation, The Ohio State University, Columbus, OH.

Presentations

- Petraglia, E. (2014, September). Using data from the NCVS to augment NIBRS county-level crime data (poster). Department of Statistics Student Poster Session, Ohio State University, Columbus, OH.
- Petraglia, E. (2014, August). Using data from the NCVS to augment NIBRS county-level crime data. Joint Statistical Meetings, Boston, MA.

JOHN W. ROGERS

Summary: John Rogers is a statistician with 36 years of experience in project management, statistical analysis, mathematical modeling, and computer programming. Mr. Rogers has worked on studies involving foster care, program evaluation, environmental issues, housing, health, sample design, and statistical analysis. Mr. Rogers has performed survey design, survey operations, and statistical analysis using a variety of statistical methods and helped to develop new methods when necessary.

Education: MS, Statistics, University of Wisconsin–Madison, 1983; MS, Environmental Decision Making, University of Wisconsin–Madison, 1976; BS, Physics, Haverford College, 1970

Relevant Project Experience, Westat (1986 to Present)

Michigan Title IV-E Waiver Demonstration Project, Protect MiFamily, Michigan Department of Human Services. Overview: Michigan’s Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. The demonstration is being implemented by private agencies in Kalamazoo, Macomb, and Muskegon counties. Mr. Rogers provides guidance on the statistical design, randomization algorithm, the survey weights, and the analysis of the data.

Colorado Consortium for Differential Response Colorado State University Overview: As a subcontractor, Westat participated in a rigorous program evaluation, designed and monitored random assignment procedures and methodology, conducted surveys with parents and caregivers, and conducted quantitative analysis, including survival analysis and multiple regression. Mr. Rogers was responsible for the statistical design, randomization of families to treatment and control conditions, preparation of weights, and analysis support.

Assessment and Evaluation of the Tennessee Subsidized Guardianship Waiver Demonstration Project, Tennessee Department of Children’s Services. Overview: Westat randomly assigned children to treatment groups (eligible for subsidized guardianship) and control groups and administered a telephone survey in which caregivers were asked about the factors influencing their permanence decision making. The project included an outcome evaluation to estimate impact on permanence, safety, stability, and child well-being; a process study; and a cost analysis. As the project statistician, Mr. Rogers programmed the procedure for random assignment, managed monthly assignments, and prepared nonresponse-adjusted weights for data analysis.

Assessment and Evaluation of the Wisconsin Subsidized Guardianship Initiative, Wisconsin Department of Health and Family Services. Overview: Under Title IV-E waiver authority, Wisconsin used federal funds to test whether a subsidized guardianship benefit would increase permanence for children and improve child outcomes. Westat conducted a longitudinal study of the status and outcomes of children and families, using a treatment group (eligible for subsidized guardianship) and a control group. Mr. Rogers designed the randomization procedures, prepared the sampling weights, and helped with data analysis.

Illinois Permanency for Older Wards Waiver Study, Illinois Dept. of Children and Family Services Overview: Westat evaluated the extension of the Illinois Subsidized Guardianship Waiver Demonstration, to test whether offering transition services to wards aged 14 and older who were eligible for guardianship or adoption would increase the number of older youth entering into permanent placements. As survey statistician, Mr. Rogers designed randomization procedures, participated in the development of the final data file, prepared analysis weights, and helped with

analysis, including survival analysis to model factors affecting the time from assignment to a permanent placement.

Illinois Subsidized Guardianship Waiver Demonstration and Older Wards Waiver Study, Illinois Department of Children and Family Services. Overview: Westat evaluated two demonstration programs that enabled the state to subsidize the cost of care by relative caregivers and foster parents who assume guardianship responsibilities for foster children. The projects included (1) hypothesis-testing evaluation to assess the effect of subsidized guardianship on the outcomes of children and their families and (2) a process evaluation to describe the implementation of guardianship and the context in which it operates. The older Wards waiver focused on teenagers. Mr. Rogers designed the sampling plan, prepared sampling weights, and analyzed survey results. Survival analysis was used to predict the rate at which children achieve a permanent home and/or enter subsidized guardianship.

MUSTAFA C. KARAKUS, PHD

Summary: Dr. Mustafa C. Karakus is a health economist with a strong background in applied microeconomics, health economics, and econometrics and with training in micro simulation modeling and cost-effectiveness analysis. At Westat, Dr. Karakus has conducted economic analyses of data for projects funded by the U.S. Department of Labor, the U.S. Department of Health and Human Services, the Social Security Administration, Centers for Disease Control, and the Washington Families Fund.

Education: Postdoctoral Fellowship, Johns Hopkins Center for Prevention and Early Intervention, 2005; PhD, Health Economics, Johns Hopkins University, 2004; MA, Economics, University of Colorado, 1997; BS, Managerial Engineering, Istanbul Technical University, 1994

Relevant Project Experience, Westat (2005 to Present)

Michigan Title IV-E Waiver Demonstration Project, Protect MiFamily, Michigan Department of Human Services Overview: Michigan's Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. Dr. Karakus is participating in cost analysis and will contribute to the development of reports and briefings.

Tuberculosis Epidemiologic Studies Consortium (TBESC) Monitoring, Centers for Disease Control and Prevention Overview: The purpose of this contract is to provide quality assurance support for research conducted by the TBESC, which includes 22 sites in the United States and Canada. The consortium conducts epidemiologic, behavioral, economic, laboratory, and operational investigations. Dr. Karakus leads decision tree analysis, sensitivity tests, and cost estimation. Westat has implemented decision analysis and sensitivity analysis to obtain estimates of cost per case and cost per case averted.

Vocational Rehabilitation and Employment (VR&E) Service Employment Outcome Study, Veterans Benefits Administration, U.S. Department of Veterans Affairs Overview: Westat is reviewing the vocational rehabilitation literature and determining how to create employment outreach activities. In addition, Westat is developing four strategies for completing employment outcome follow-up activities with VR&E participants, as well as recommendations on how to adapt and incorporate successful strategies into the VR&E service delivery process. Dr. Karakus is the task lead for cost-benefit analyses of the four alternative models of employment outreach.

CSAT Drug Court Evaluation, Center for Substance Abuse Treatment (CSAT), Substance Abuse and Mental Health Services Administration Overview: The main question for this impact evaluation is whether the addition of substance abuse treatment resources increases the positive results of drug courts. Dr. Karakus is participating in cost-effectiveness analysis and will contribute to the development of reports and briefings.

Medical Respite Care for Persons Experiencing Homelessness, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services Overview: Westat is leading a retrospective study to evaluate the costs, quality, and outcomes of respite care for homeless people, specifically whether respite care leads to fewer or shorter hospitalizations compared to routine services and whether there are relative long-term savings associated with medical respite care compared to hospital care. In collaboration with the Boston Health Care for the Homeless Project, Westat reviewed the literature on respite care programs and convened an expert panel to inform development of a retrospective study design. Dr. Karakus is the task co-lead for development of the data collection strategy and for data analysis.

JACKY MAN-KWAN CHOI

Summary: Jacky Choi is a research assistant with experience in health education, research, and project development. At Westat, he assists senior-level staff with tasks such as conducting literature reviews; performing geocoding; developing, editing, and revising survey content; annotating and coding surveys; drafting training and recruitment materials; working with subcontractors, study participants, and/or clients; and writing client reports. Mr. Choi has served as a liaison among various stakeholders on health-related projects or activities. He offers health communication skills and experience in social science research and writing.

Education: B.A., Biology and Society (with minors in Global Health/Nutrition and Health), Cornell University, 2014

Relevant Project Experience Westat (2014 to Present)

CHILD AND ADULT CARE FOOD PROGRAM (CACFP) IMPROPER PAYMENTS STUDY
Client: Food and Nutrition Service (FNS), U.S. Department of Agriculture (USDA)

Project Overview: Westat is designing a study to determine the estimated annual amount of erroneous payments in CACFP-participating child care centers as a result of certification and non-certification errors. The study's primary objectives are to (1) provide FNS with a reliable estimate of erroneous payments, (2) develop models that FNS can use to update estimates annually, and (3) prepare a white paper on methodologies for computing state-level estimates. The Westat team is responsible for sampling frame development and sample selection; survey development; recruitment of centers and sponsors; data collection, processing, and analysis; and reporting. Data collection includes 4,500 in-person surveys with parents/guardians; 450 on-site visits to child care centers/sponsors; and collection of administrative records from center, sponsor, state agency, and FNS records.

Responsibilities: Research assistant. Mr. Choi has helped oversee state data file collection, develop training and recruitment materials for a subcontractor and the states, design and create the study management system, organize and schedule cognitive interviews and pilot tests, prepare the OMB submission, and revise the study plan.

MICHIGAN TITLE IV-E WAIVER DEMONSTRATION PROJECT, PROTECT MIFAMILY
Client: Michigan Department of Human Services

Project Overview: Michigan's Protect MiFamily Program provides an innovative array of prevention services to families with young children who are at high or intensive risk for maltreatment as determined by child protective services. The demonstration is being implemented by private agencies in Kalamazoo, Macomb, and Muskegon Counties. The Children's Bureau of the U.S. Department of Health and Human Services mandates an independent evaluation of each waiver demonstration project. Westat's activities involve evaluation plan and methodology development, including random assignment, statistical measurement, and analysis methodologies; implementation of process and outcome evaluations; primary and administrative data collection; outcome measurement and analysis; cost-benefit and cost-effectiveness analysis; and preparation of reports.

Responsibilities: Research assistant. Mr. Choi is assisting the team with cost analysis.

SURVEY TO ASSESS VETERAN RESILIENCE TO DISASTERS

Client: Department of Veterans Affairs (VA); Veterans Emergency Management Evaluation Center (VEMEC)

Project Overview: Westat is working with the Veterans Emergency Management Evaluation Center (VEMEC) on a population-based survey to assess the relationship between multiple indicators of community resilience and disaster preparedness among Veterans, their families, and the organizational and social networks in which they are embedded.

Responsibilities: Research assistant. Mr. Choi helped screen scholarly articles and publications, conduct a literature review, write and edit part of the literature review report, and perform internal quality control tasks.

ASSESSMENT OF THE BARRIERS THAT CONSTRAIN THE ADEQUACY OF SNAP ALLOTMENTS

Client: U.S. Department of Agriculture (USDA)

Project Overview: The goal of this project is to determine individual, household, and environmental barriers faced by Supplemental Nutrition Assistance Program (SNAP) participants that prevent them from accessing a healthy diet. Along with describing the interaction between these barriers, Westat is determining whether and how these barriers can be accounted for in determining SNAP allotments. The study design is based on a mixed-methods approach that includes a quantitative survey of 4,800 SNAP participants followed by 120 in-depth interviews. Westat is responsible for sampling, survey and interview administration, data analysis, and report writing.

Responsibilities: Research assistant. Mr. Choi serves as a liaison between Westat and 30 states in executing, finalizing, and obtaining data use agreements (DUAs) before sample data is collected.

WOUNDED WARRIOR PROJECT ANNUAL ALUMNI SURVEY

Client: Wounded Warrior Project (WWP)

Project Overview: Westat has conducted an annual survey of WWP alumni since 2010 to collect important data on the health status, functioning, and well-being of veterans and service members who have sustained service-connected injuries and illnesses since September 11, 2001. The sixth administration of the survey involves almost 59,000 wounded warriors. Westat is responsible for web survey instrument design and programming, data collection, survey data analysis (including analysis to identify noteworthy differences across years), and preparation of a main report describing quantitative and qualitative analyses. In addition, Westat conducts the analysis for and prepares numerous longitudinal reports and a geographic report based on respondents' state of residence.

Responsibilities: Research assistant. Mr. Choi updated graphs and figures for the 2015 annual report, created and updated cohort/longitudinal and geographic reports, performed internal quality control tasks, and assisted in backcoding responses.

VETERANS BENEFITS ADMINISTRATION (VBA) LONGITUDINAL STUDIES

Client: U.S. Department of Veterans Affairs (VA)

Project Overview: Westat is assisting VBA in conducting two parallel longitudinal studies to address the outcomes of its Chapter 31 and Chapter 33 programs. The Chapter 31 program (VetSuccess) assists veterans with service-connected disabilities to get and keep jobs. The Post-9/11 GI Bill (Chapter 33) program offers substantial education and housing benefits to eligible veterans who attend college. Both studies will assess, over a 20-year period, the long-term outcomes of three cohorts of veterans

entering the programs in 2010, 2012, and 2014. Westat is responsible for collecting data on the samples of veterans and reporting annually on the primary outcomes associated with program participation.

Responsibilities: Research assistant. Mr. Choi updated the tables and figures in the 2015 Annual Report (for FY 2014) regarding the VA Vocational Rehabilitation and Employment (VR&E) program; revised the report; and helped finalize the submission of the report to the client.

SURVEY OF VETERAN ENROLLEES' HEALTH AND RELIANCE UPON VA (SURVEY OF ENROLLEES)
Client: Veterans Health Administration (VHA)

Project Overview: The Veterans Health Administration's (VHA) Office of the Assistant Deputy Under Secretary for Health for Policy and Planning oversees the annual VHA Survey of Veteran Enrollees' Health and Reliance upon VA (Survey of Enrollees). The Survey of Enrollees was developed in 1999 in order for the VHA to better understand enrolled Veterans' health care needs. In addition to collecting basic demographic information, the survey explores insurance coverage, VA and non-VA health care use, pharmaceutical use, attitudes and perceptions about VHA services, perceived health status, and smoking habits of Veterans enrolled in the VHA system. The purpose of the survey is to provide critical and essential information on Veteran utilization of health services. This information supports annual VHA projections of enrollment, utilization, and expenditures, as well as a variety of high level VHA budget and policy-related analyses.

Responsibilities: Research assistant. Mr. Choi documented and logged survey decisions and changes; created, coded, and annotated web survey specifications; tested the survey; created a crosswalk of questions across all modes; performed internal quality control tasks; and was involved in editing and revising the survey.

FAMILY LIFE, ACTIVITY, SUN, HEALTH, AND EATING (FLASHE) STUDY
Client: National Cancer Institute (NCI)

Project Overview: FLASHE is intended as a one-time administration to a nationally representative sample of 12- to 17-year-olds, paired with a parent. The study focuses on the psychosocial, intergenerational, and environmental correlates of cancer-preventive behaviors. The Westat team is recruiting 4,500 parent/adolescent dyads and conducting two web surveys with adolescents and two with parents (one on physical activity and the other on diet). In addition, a subsample of 1,500 adolescents are being asked to participate in a 1-week motion sensor study.

Responsibilities: Research assistant. Mr. Choi used Google Maps to pinpoint school intersections and names of schools based on other information.

CORNELL UNIVERSITY, ITHACA, NY (2014)

As a collaborating researcher, Mr. Choi investigated how communities organize themselves and evaluated the correlation between crime rates and natural disasters, to inform and influence global and public health preparedness programs. He reviewed academic publications, conducted literature reviews, edited drafts, extracted and interpreted quantitative data, and analyzed results under the guidance and mentorship of a professor.

CORNELL UNIVERSITY GLOBAL HEALTH PROGRAM/UBELONG, GHANA (2013)

As an international volunteer, Mr. Choi launched an independent public health research project to gauge a community's knowledge, attitudes, and practices regarding HIV/AIDS and supervised a public health team in completing the task. He developed questionnaires, conducted in-person interviews with residents, and compiled responses into a comprehensive final report that was presented to UBELONG staff and volunteers. After researching and studying cholera with UBELONG staff, Mr. Choi delivered health lectures about the disease to school groups ranging from 20 to 300 students. He also led an educational performance on malaria that was ultimately presented to the entire student body at Prince Derrick Academy. He worked closely with staff at Kasoa Polyclinic to monitor and evaluate mother and child health via physical examinations, educational posters and lectures, and health data.

Other Professional Experience

Division of Nutritional Sciences, Cornell University, Ithaca, NY (2012) – Mr. Choi was a teaching assistant Nutrition, Health, and Society. He lectured on topics such as environmental determinants of eating and nutrition-related diseases. He researched class-related topics and issues, formulated lesson plans and a curriculum, graded assignments, directed group presentations, performed data entry, and helped students master course material.

Publications, Technical Reports, and Presentations

Technical Reports

- Riley, J., Gasper, J., Choi, J., Liu, H., Sigman, R., Karakus, M., and May, L. (2015). VR&E Longitudinal Study: Annual report 2015 for FY 2014 (for U.S. Department of Veterans Affairs). Rockville, MD: Westat.
- Franklin, M.F., Fales, A., Akramov, B., Hintze, W., Hornbostel, M., Smith, S., Sigman, R., Liu, H., Noftsinger, R., Wilson, M., and Choi, J. (2015). 2015 Wounded Warrior Project Survey: Report of findings (for Wounded Warrior Project). Rockville, MD: Westat.

CECILIA C. AVISON

Summary: Cecilia C. Avison is a bilingual (English/Spanish) research assistant with 12 years of experience implementing fieldwork activities, assisting in training seminars, producing survey instruments, providing Spanish translations for various studies, and recruiting U.S. and international survey respondents. She has conducted numerous site visits within the United States and Latin America, including the Dominican Republic, Guatemala, and Bolivia. During her site visits in Latin America, she conducted program evaluations and served as the cultural liaison to U.S. evaluation teams. Ms. Avison has a wealth of experience directing and managing fieldwork activities. She has managed and conducted telephone and in-person data collections, including cognitive interviews and focus groups. Her work has included issues such as how area agencies on aging work with providers to implement the goals of the Older Americans Act, international child labor issues, international human trafficking issues, and youth involved in the criminal system. Ms. Avison is an experienced user of NVivo and OneNote software for analyzing qualitative data.

Education: B.A., Sociology, George Washington University, 1993 and A.A. (with honors), Montgomery Community College, 1991

Relevant Project Experience, Westat (1994 to Present)

EVALUATION OF THE PERMANENCY INNOVATIONS INITIATIVE (PII)

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: Under the 5-year PII, the Children's Bureau has funded six grantees to develop and implement innovative interventions in their state or county child welfare systems to reduce long-term foster care and improve outcomes for children who experience serious barriers to permanency. Under a task order, Westat and its subcontractors are conducting cross-site and site-specific evaluations of the interventions. Activities include completing the designs of rigorous site-level evaluations (using randomized control groups wherever feasible), implementing the evaluations (monitoring the fidelity of the interventions and collecting primary data on proximal outcomes from treatment and comparison cases), collecting and analyzing administrative data on distal outcomes (children's exit from foster care and permanent placement), studying the implementation process, and conducting a cost study to assess the resource requirements of grantees' interventions.

Responsibilities: Field manager/data collection technical site liaison. Ms. Avison directly supervised four data collectors across two sites. She assigned cases, monitored the quality of data collection, and assigned final outcome codes for analytic purposes. Ms. Avison interacted with three grantee sites to coordinate data collection. She also interacted regularly with two agencies within a site to troubleshoot issues related to data collection and mail survey preparation. In addition, she contacted caregivers directly to obtain data for all nonrespondents, managed the respondent information line, and translated English evaluation documents into Spanish as needed.

GENDER-FOCUSED EVALUATION OF EDUCATIONAL AND CULTURAL AFFAIRS PROGRAMS

Client: U.S. Department of State (DOS)

Project Overview: As a subcontractor, Westat is carrying out a 2-year, gender-focused evaluation of five educational and cultural exchange programs for international professionals sponsored by the DOS Bureau of Educational and Cultural Affairs: Fortune, International Leaders in Education, Institute for Representative Government, American Government Fellows, and American Business Fellows. The evaluation is focused on discerning any differences in benefits and outcomes for program participants

by gender through document review, a web-based survey of approximately 800 alumni of these programs, and site visits to four locations in Latin America, Asia, Africa, and the Middle East. Westat is to be actively involved in all aspects of study design, execution, and analysis and is providing site visitors to Latin America.

Responsibilities: Ms. Avison located and recruited former program participants for interviews and a focus group in La Paz, Bolivia; these participants included high-ranking military and government officials, CEOs, and business owners. Ms. Avison led coordination of the site visit. She arranged hotels, scheduled in-person and telephone interviews and the focus group, identified a local conference center, and ensured that the team had all necessary equipment. Ms. Avison identified a candidate to conduct focus groups and interviews in La Paz. She translated letters, surveys, and other documents into Spanish and edited translated documents. Furthermore, Ms. Avison conducted in-person and telephone interviews. She served as translator for the site visit team and as an overall cultural liaison.

FARMERS' MARKET CLIENT SURVEY

Client: Food and Nutrition Service, U.S. Department of Agriculture (USDA)

Project Overview: The purpose of this evaluation was to examine the facilitators and barriers to shopping at farmers' markets among recipients of Supplemental Nutrition Assistance Program (SNAP) benefits. Based on SNAP use at farmers' markets, a nationally representative sample of SNAP recipients was assigned to either an Electronic Benefit Transfer (EBT) user or EBT nonuser group. A total of 3,700 SNAP recipients completed surveys. Westat also conducted 12 focus groups with EBT users and nonusers. GIS data were used to examine the services available near farmers' markets, as well as distances to specified places of interest around farmers' markets that serve SNAP recipients.

Responsibilities: Focus group moderator. Ms. Avison traveled to San Diego to conduct focus groups in Spanish for 3 days and prepared a summary of the groups.

CENSUS BUREAU RESEARCH AND DEVELOPMENT TASK ORDER CONTRACT

Client: U.S. Census Bureau

Project Overview: The purpose of this contract is to assist the Census Bureau in carrying out R&D tasks aimed at improving or enhancing its ability to conduct large-scale surveys and censuses. Westat has provided services, on a task order basis, in the areas of statistical analysis, methodological studies, and survey engineering.

Responsibilities: Interviewer. Ms. Avison traveled to Chicago to conduct in-depth cognitive interviews for 2 days and summarized the interviews using OneNote.

In earlier work as a research assistant, Ms. Avison conducted in-depth Spanish cognitive interviews to test new items for the American Community Survey and summarized the data collected.

EVALUATION OF THE ADMINISTRATION ON AGING'S PROVIDER NETWORK

Client: Administration Aging (AoA), U.S. Department of Health and Human Services (HHS)

Project Overview: The purpose of this project was to evaluate the extent to which the provider network contributes to AoA's program goals, including providing access to services, building the capacity of the network on aging to deliver services, and developing innovative programs that meet the needs of people 60 and older who have the most social and economic need. The evaluation consisted of completion of a pre-site visit questionnaire by the administrators of 30 area agencies on

aging and site visits to the 30 agencies, including interviews with key staff and focus group with providers during the visits.

Responsibilities: Interviewer. Ms. Avison conducted weeklong site visits to Arkansas, West Virginia, and Montana to conduct in-depth interviews with area agency personnel and service providers. She assisted in writing site visit reports and analyzing site visit data.

EVALUATION OF THE U.S. DEPARTMENT OF LABOR'S INTERNATIONAL CHILD LABOR TECHNICAL COOPERATION PROGRAM

Client: U.S. Department of Labor (DOL)

Project Overview: Under the International Child Labor Technical Cooperation Program, DOL funds projects to combat child labor, primarily through the International Labor Organization. The projects include education, public awareness campaigns, and support for families. For the first evaluation of the program, Westat made case study site visits to four projects and conducted a web survey of all projects on the impact of the program on reducing exploitive child labor and the extent to which projects have been able to sustain their activities once DOL funding has ended.

Responsibilities: Program evaluator. Ms. Avison conducted 2-week site visits to the Dominican Republic and Bolivia, where she coordinated with local agencies to schedule interviews; interviewed senior government officials and representatives of NGOs, private industry, employers, and international organizations; and traveled inside the country to interview local authorities, stakeholders, service providers, and direct beneficiaries. She assisted in writing site visit reports.

EVALUABILITY ASSESSMENTS OF INTERNATIONAL ANTI-TRAFFICKING PROGRAMMING

Client: Office to Monitor and Combat Trafficking in Persons (J/TIP), U.S. Department of State (DOS)

Project Overview: J/TIP funds projects around the world to combat trafficking in persons. For example, government agencies identify and assist victims of trafficking, provide direct aftercare or other services to victims, conduct legal analysis leading to improved anti-trafficking legislation, and implement activities to combat trafficking. The projects work to ensure sustainability of their activities and impact. Westat conducted evaluability assessments of four J/TIP-funded anti-trafficking projects that included site visits to determine projects' readiness for a full evaluation. The data collection approach included key informant interviews, document review, and observations of activities to determine the appropriateness of project goals, performance metrics, and evaluation and monitoring capabilities. Westat prepared a final report and provided technical assistance to the four projects.

Responsibilities: Program evaluator. Ms. Avison conducted a 5-day site visit to Guatemala to conduct an evaluability assessment of the End the Demand program, a G/TIP antitrafficking (prostitution) program. She conducted all interviews (many in Spanish) with the program director, service providers, and beneficiaries. She assisted in writing the site visit report.

HEALTH COMMUNICATION MARKETING SERVICES

Client: National Center for Health Marketing, Centers for Disease Control and Prevention (CDC)

Project Overview: Westat is providing support services for the evaluation of CDC health communication programs covering a broad range of health topics and targeting a number of audiences. Project staff may provide communication science and program planning; formative research; literature reviews; environmental scans and situational analyses; expert consultation; consumer research; audience identification and segmentation; communication and dissemination planning; product development (including broadcast, print, and web); message and materials development and testing; media buying, support, and relations; conference planning; database

management and statistical analysis; web design, development, management, and usability testing; materials packaging and distribution; media tracking; technical assistance and training; process and impact/outcome evaluation services; and project management.

Responsibilities: Recruiter/interviewer. In work for the National Center for Health Marketing, Ms. Avison recruited Spanish-speaking respondents and conducted in-depth cognitive interviews in Spanish to test a health marketing questionnaire. She recommended revisions after each round of testing (up to three), tested the revisions, and wrote a summary of the cognitive interviewing process, revisions, and results.

IMPACT EVALUATION OF THE DC CHOICE PROGRAM

Client: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (ED)

Project Overview: The first federally funded U.S. voucher program includes a requirement that the program be rigorously evaluated using the strongest possible design. Central to the evaluation was an impact analysis that compared the outcomes of eligible public school applicants randomly assigned to receive or not receive a scholarship through a lottery. Westat and its partners were responsible for design of the analyses, data collection, and preparation of annual reports to Congress. Data collection included administration of a standardized test, parent and student surveys, and principal surveys (for public and private schools) each spring.

Responsibilities: Field director. Ms. Avison hired, trained, and managed more than 80 data collectors. She updated survey instruments and manuals and coordinated data collection activities, including recruiting and scheduling weekly data collection dates with four Catholic schools, arranging safe transport of large sums of incentive money, and ensuring that supplies were available throughout the data collection period. She also served as the contact between the study and participants.

ORANGE COUNTY CHILDHOOD STUDY/ESTUDIO DE LA NIÑEZ EN EL CONDADO DE ORANGE (ENCO)

Client: Orange County Commission, Orange County, CA

Project Overview: Westat collected baseline data for a randomized evaluation of a literacy program geared toward low-income, Spanish-speaking children and their primary caregivers. Westat conducted preliminary assessments with 165 Hispanic children (aged 2½–4) in low-income households and their parents. Approximately half of the children were randomly assigned to the literacy program, while the other half served as a control group.

Responsibilities: Field director. Ms. Avison brought this project from the ground up. She contributed to the development of manuals, standardized tests, brochures, flyers, training materials, forms, and other materials, including Spanish translations. She set up the study procedures and hired and trained data collectors remotely. She also traveled to California to conduct trainings.

Fourth National Incidence Study of Child Abuse and Neglect (NIS-4)

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: The NIS-4 gathered data on all children investigated by the child protective services (CPS) agencies in a nationally representative sample of 122 counties, as well as on children identified by nearly 10,800 professional staff in almost 1,100 other community agencies. These other agencies included county sheriff's offices; county departments of juvenile probation, health, and public housing; municipal police departments; hospitals; public schools; daycare centers; shelters; and voluntary social services and mental health agencies. Study cases were reviewed to eliminate

duplicates, evaluated to ensure that they met the study's standardized definitions of abuse and neglect, and weighted to represent all maltreated children in the nation. The NIS-4 also included several allied surveys to enhance the quality and interpretability of the main study's findings and to examine how the NIS results relate to National Child Abuse and Neglect Data System (NCANDS) statistics.

Responsibilities: Evaluative coder. Using study data, Ms. Avison classified the forms of maltreatment according to the NIS-4 60-form maltreatment typology, evaluated the circumstances against definitional criteria, and judged the child's overall countability under the study standards.

NATIONAL HEAD START IMPACT STUDY

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: As part of the 1998 reauthorization of Head Start, Congress mandated this national longitudinal study to assess (1) how Head Start participation affects school readiness and (2) under what conditions and for which children the program works best. Working as part of a team, Westat conducted the pilot study and a full-scale study involving a nationally representative sample of 83 grantees/delegate agencies. Assessment data were collected for approximately 5,000 3- and 4-year-olds, who were followed through the spring of their first-grade year. Children were randomly assigned to either a treatment group that participated in Head Start or a non-Head Start control group. The project also included interviews with parents/primary caregivers, surveys of program staff/other care providers and elementary school teachers, assessments of the quality of care settings, and abstracting of administrative records.

Responsibilities: Field manager. Ms. Avison supervised site coordinators in six states. She worked as a site coordinator for Puerto Rico and was site coordinator for the Washington, DC, area during the field test. Ms. Avison served as lead trainer on all Spanish instruments and classroom observations. She traveled to several sites for quality control, revised and managed the production of Spanish instruments, and translated other printed material into Spanish. Ms. Avison assisted in acquiring standardized test kits and other materials for data collection and answered the bilingual study hotline.

MIGRANT AND SEASONAL HEAD START (MSHS) RESEARCH DESIGN DEVELOPMENT PROJECT

Client: Administration for Children and Families, U.S. Department of Health and Human Services (HHS)

Project Overview: This 2-year study was the first in a multistage effort to develop a rigorous, comprehensive study geared to the special needs of children of migrant and seasonal farmworkers and the Head Start programs that serve them. The study tested various elements of research designs and measures used in evaluations of mainstream Head Start programs and other early childhood education programs, including the timing of MSHS operations, the age range of child participants, challenges in tracking families and the delivery and continuity of services, appropriateness of measures for language-minority status, cultural differences, low parent education, and seasonal mobility. Two initial phases involved site visits to six MSHS programs nationally to identify issues and examine the feasibility of research methods, while the third phase involved pilot testing of data collection strategies and research design elements that appeared most promising.

Responsibilities: Field operations director. Ms. Avison assisted in analyzing data and writing the final report. She coordinated and managed all data collection components and played a lead role in the creation, editing, Spanish translation, and production of all instruments and other materials. Ms. Avison traveled to field sites to coordinate data collection and to collect data, including administering the Preschool Language Scale, Fourth Edition (PLS-4), to infants and toddlers, the Preschool Child Assessment to children aged 3 to 5, and questionnaires to center personnel.

PROGRAM EVALUATION ACTIVITIES AND RELATED SERVICES

Client: Corporation for National and Community Service (CNCS)

Project Overview: The purposes of this task order contract were to conduct policy evaluations and descriptive studies and to provide analytic and technical support services for CNCS. Westat undertook more than 40 tasks. This work included web-based and telephone surveys of program participants, full-scale program evaluations, case studies, database quality assessments, and other activities to evaluate CNCS programs such as AmeriCorps, Senior Corps, Retired and Senior Volunteer Program, Foster Grandparents, and VISTA. Westat also analyzed CNCS's field management organizational structure and helped CNCS develop program performance objectives required under GPRA.

Responsibilities: Research assistant. Ms. Avison assisted in writing the interview protocol to be used during site visits to NCCC projects chosen for the second phase of an impact evaluation. She also helped to write the telephone instrument to be administered to sponsors and others involved with the project. Ms. Avison developed a receipt control system, using matrix sheets to aid researchers in tracking document collection. She also developed MS Excel tables to organize weekly reports to accommodate the needs of data analysts.

INFORMATION RESOURCES (IR) CENTER

Client: Internal

Project Overview: Westat's IR Center offers a variety of services to assist staff with project research needs. Information Desk staff answer reference queries; help identify and locate the most appropriate sources for research; assist in accessing electronic information resources, including WesCat, our online catalog; provide guidance on copyright compliance questions; or refer staff to an IR Center subject specialist for in-depth consultation or instruction.

Responsibilities: Library assistant. Ms. Avison performed literature searches and handled acquisitions, interlibrary borrowing, and document retrieval from local libraries. She was responsible for journal subscriptions, which included account maintenance, receipt, and routing. Ms. Avison also entered new acquisitions into the library database and performed routine database updates. She used the Internet to obtain Government documents, research incomplete or incorrect citations, and locate obscure documents, unpublished information, and information about issues, companies, and laws.

Other Professional Experience

- Gelman Library, George Washington University, Washington, DC (1991 to 1993) – Ms. Avison was a senior clerk in the Interlibrary Borrowing department. She was responsible for obtaining print material otherwise not available to library users and she performed some managerial duties.
- George Washington University Hospital, Washington, DC (1991 to 1992) – Ms. Avison performed clerical duties in the Social Work Department.
- Montgomery Community College, Takoma Park, MD (1989 to 1991) – Ms. Avison was a teaching assistant in psychology. In the summer of 1990, she participated in the Cooperative Education Program, working as a teacher's assistant in a preschool.

Publications, Technical Reports, and Presentations

Technical Reports

- Rabinovich, B., Harrell, J., Avison, C., and Thomas, C. (2011). Study of the Older Americans Act Provider Network final report (for Administration on Aging). Rockville, MD: Westat.
- Resnick, G., Gabbard, S., Nakamoto, J., Avison, C., Manjarrez, N., and Sum, C. (2005). Studying migrant and seasonal Head Start programs: Lessons from the MSHS Research Design Development Project: Final report (for U.S. Department of Health and Human Services). Rockville, MD: Westat.

Presentations

- Avison, C. (2004, June). Completion rates and anecdotal accounts from the first two data collection sites. Technical Working Group Meeting, Washington, DC.
- Nakamoto, J., and Avison, C. (2004, June). The Migrant and Seasonal Head Start Research Design Development Project: Preliminary results and lessons learned. Seventh National Head Start Research Conference, Washington, DC.
- Strang, B., Nakamoto, J., and Avison, C. (2004, February). The MSHS Research Design Development Project update. 35th National Migrant and Seasonal Head Start Conference, Washington, DC.

ANDREA L. BOGIE

Education

- Syracuse University School of Social Work
MSW, concentration in community organization, policy, planning, and administration (2005)
- University of Wisconsin–Madison
BS in psychology and social welfare (2000)

Experience

RESEARCHER

2005 – Present

National Council on Crime and Delinquency

- Provides technical assistance, evaluation, and consulting services to social services agencies and schools. Conducts evaluation studies under contract to federal/state/local agencies. Provides custom data collection and report writing services to NCCD clients.

INTERN

2004–2005

Onondaga County Department of Aging and Youth

- Assisted in the development and implementation of programs for older adults in Onondaga County, New York. Researched potential programs and their impact on both the larger community and older adults in the community. Assisted with proposal writing, budget management, and the evaluation of programs.

INTERN

2003–2004

Catholic Charities Refugee Resettlement Program

- Assisted in resettling newly arrived refugees, completing mental health assessments, and referring services when appropriate. Explored refugee policies and the effect of such policies on the agency.

COMMUNITY SUPPORT WORKER

2002–2003

Adapt of Missouri

- Empowered and assisted adults with persistent mental illnesses who were learning to live independently in the community. Assisted clients in locating housing, securing rental subsidies, and facilitating landlord/client relations. Partnered with families to develop successful community integration strategies.

CAMP DIRECTOR

2002–2002

Camp Norcago/Northwestern University Settlement Association

- Trained and supervised staff, organized and ran parent information sessions, and worked alongside the counselors on all trips and at the week-long residential camp in Wisconsin. Developed program goals surrounding diversity and implemented them during Camp Norcago trips. Kept updated records to comply with Illinois Department of Human Services standards.

VOLUNTEER COORDINATOR

2001–2002

AmeriCorps Project YES!

- Expanded the impact of Project YES! and encouraged volunteerism by increasing the number of community members involved in Project YES! activities in West Town, Chicago. Organized community volunteer projects and gatherings such as a community Thanksgiving dinner, haunted house, the West Town Community Health Fair, and the annual volunteer dinner. Led AmeriCorps Project YES! members in developing community service projects and engaging community members in events such as Make a Difference Day, Martin Luther King Day, and National Volunteer Week.

CORPS TEACHER

2000–2001

- Organized and implemented educational activities to enhance or support core curriculum in two Head Start classes. Implemented out-of-classroom programming and taught afterschool programming to supplement lesson plans. Planned volunteer projects, established long-term educational activities, wrote grants and obtained funds to start projects, and mobilized children and community members to carry them out.

Publications

- 2015, Wicke Dankert, E., & Bogie, A. *Preliminary risk assessment fit analysis of the SDM family risk assessment*. Madison, WI: National Council on Crime and Delinquency.
- 2014, Wiebush, R., Bogie, A. *Virginia Department of Juvenile Justice Workload Study Findings*. Madison, WI: National Council on Crime and Delinquency.
- 2014, Johnson, K., Bogie, A., & Russell, J. *Improving child safety and well-being in foster and relative placements: Findings from a joint study of foster child maltreatment*. Madison, WI: National Council on Crime and Delinquency.
- 2014, Johnson, K., Bogie, A., Kerwin, C., Fischer, S., & Stellrecht, A. *Developing an actuarial index for child exposure to trauma*. Madison, WI: National Council on Crime and Delinquency.
- 2013, Johnson, K., Bogie, A., & Wicke Dankert, E. *Predictive data analyses to test the validity of the risk of recidivism assessment*. Prepared for Texas Department of Family and Protective Services. The Children's Research Center, a center of the National Council on Crime and Delinquency (76 pages).
- 2013, Baird, C., Healy, T., Johnson, K., Bogie, A., Scharenbroch, C., & Wicke Dankert, E. *A comparison of risk assessment instruments in juvenile justice*. Prepared for Grant 2010-JR-FX-0021 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, US Department of Justice. The National Council on Crime and Delinquency (135 pages excluding appendixes with site-specific findings).
- 2012, Johnson, K., Park, K., Bogie, A., Flasch, S., & Cotter, J. *Developing an actuarial risk assessment to inform decisions made by adult protective services workers*. US Department of Justice Technical Report Award 2008-IJ-CX-0025 (<https://www.ncjrs.gov/pdffiles1/nij/grants/240410.pdf>).
- 2012, Bogie, A., Freitag, R., & Healy, T. *Special topic report on domestic violence in families served by Child Welfare Services in the State of California*. Madison, WI: Children's Research Center.
- 2011, Bogie, A., Johnson, K., Ereth, J., & Scharenbroch, C. *Assessing risk of future delinquency among children receiving child protection services*. Madison, WI: Children's Research Center.
- 2009, Johnson, K., & Bogie, A. *North Carolina Department of Health and Human Services Division of Social Services risk assessment validation: A prospective study*. Madison, WI: Children's Research Center.

- 2009, Ereth, J., Gramling, S., Healy, T., & Bogie, A. *Making the grade: Using data to improve performance in Milwaukee's city-chartered schools*. Madison, WI: Children's Research Center.
- 2007, *Wisconsin Office of Justice Assistance Short Term Residential Program assessment*. NCCD Research Report.
- 2005 – Present, City of Milwaukee and Charter School Review Committee monitoring reports, two to 10 charter schools per year.
- 2006–2011, Technical Assistance and Leadership Center (TALC) small high school monitoring reports, 11 to 16 schools per year.
- 2007–2010, Partners Advancing Values in Education (PAVE) summer school program monitoring reports, five schools per year.

Presentations

- Emerging Uses of Actuarial Research in Child Welfare: The Role of CPS in Preventing Delinquency – A Great Place to Start (NCCD Conference on Children, Youth, and Families, 2011)
- Developing an Actuarial Risk Assessment in Adult Protective Services (20th Annual National Adult Protective Services Association Conference, 2009)

SARAH COVINGTON

Education

- University of Illinois at Chicago School of Public Health
Public health GIS certificate (2013)
- University of Wisconsin–Madison School of Medicine and Public Health
Master of public health (cumulative GPA: 3.9; 2012)
- Pitzer College
Bachelor of science in biology, honors thesis (2002)

Professional Experience

RESEARCHER

11/2013 – Present

National Council on Crime and Delinquency, Madison, Wisconsin

- Routine data analysis; routine report writing; custom report writing; outcome measurement; program/policy recommendations.

RESEARCH ANALYST

2/2012 – 10/2013

Wisconsin Department of Health Services, Division of Public Health (DPH), Madison, Wisconsin

- Organized data collection and developed management tools for *Healthiest Wisconsin 2020* Baseline and Disparities Report.
- Collected secondary data, performed statistical analyses, synthesized figures and maps, wrote descriptive narratives.
- Coordinated data collection and provided technical assistance to epidemiologists and specialists from 14 disciplines within the DPH and UW Population Health Fellows.
- Developed and maintained progress tracking tools and communicated regularly with supervisors.

INTERN

04/2011 – 12/2011

Wisconsin Department of Health Services, Minority Health Program, Madison, Wisconsin

- Participated in development of requests for proposals and conducted grant evaluations.
- Developed preliminary framework for Wisconsin Minority Health Report.
- Presented framework to Wisconsin Minority Health Leadership Council.

EDITOR

02/2006 – 05/2011

Prehospital and Disaster Medicine (peer-reviewed journal), Madison, Wisconsin

- Edited and formatted articles for publication.
- Communicated with authors internationally regarding manuscript queries.

CLIENT SERVICES SPECIALIST

07/2007 – 08/2010

Token Creek Veterinary Clinic, Token Creek, Wisconsin

- Maintained client records and assisted with client education.

PROJECT ASSISTANT

02/2007 – 09/2007

Wisconsin Council of the Blind, Madison, Wisconsin

- Assisted the Vision Rehabilitation Teacher on home visits.

PROJECT ASSISTANT

12/2005 – 04/2006

Clinical Edge, Genentech, Madison, Wisconsin

- Organized data on advanced macular degeneration, identified inconsistencies, and responded to research queries.

RESEARCH ASSISTANT

08/2004 – 08/2005

University of Wisconsin, Madison, Wisconsin

- Conducted bioassays on microbial interaction and participated in lab meetings and discussions.

Presentations and Reports

- In Progress, Johnson, K., Caskey, R., Covington, S. *Michigan Department of Health and Human Services Foster Care Workload Study Findings*. Madison, WI: National Council on Crime and Delinquency.
- In Progress, Johnson, K., Covington, S. *South Dakota Department of Corrections Workload Study Findings*. Madison, WI: National Council on Crime and Delinquency.
- 2015, Covington, S., Russell, J. *Wisconsin Department of Corrections Evidence-based Youth Supervision Standards*. Madison, WI: National Council on Crime and Delinquency.
- 2014, Johnson, K., Covington, S. *Wisconsin Department of Corrections Workload Study Findings*. Madison, WI: National Council on Crime and Delinquency (Four Reports: Parole and Probation Agents, Corrections Field Supervisor, Program Support Specialists, Office Operations Associates).
- 2014 – Present, City of Milwaukee and Charter School Review Committee monitoring reports, three charter schools per year.
- 2013, *Healthiest Wisconsin 2020* Baseline and Disparities Report.

Presentations

- 2014, Caskey, R. & Covington, S. (October). *Actuarial Risk Assessment: Using Evidence to Sort Truth from Misconception*. Prairie Child Welfare Consortium Symposium, Saskatoon, Saskatchewan, Canada.
- 2013, Covington, S. (June). *Addressing health disparities in Wisconsin beyond race/ethnicity: Socioeconomic status, sexual orientation, geography, and disability status*. Presented at the Council for State and Territorial Epidemiologists Annual Conference, Pasadena, CA.